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ABSTRACT

Presented is a manual intended to serve as a guide for teaching physical and recreational activities to mentally and emotionally handicapped children. Activities offered emphasize the development of motor skills, physical conditioning, and body movement. Included are over 200 activities in the areas of games and relays, developmental stunts and exercises, and developmental rhythms. Appended are teaching suggestions and instructions for building home-made equipment. (Author/SB)

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PHYSICAL ACTIVITIES FOR MENTALLY AND EMOTIONALLY HANDICAPPED CHILDREN

Produced by a Seminar in Physical Education
For Mentally and Emotionally Handicapped
Children

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FOREWORD

This manual has been prepared to facilitate an instructional program in physical activities and recreation for the mentally and emotionally handicapped. It should be kept in mind that the intent of this manual is to serve as a guide and resource for the teaching of these physical activities. Temple University is indebted to NIMH for the joint grant to Temple University and Buttonwood Farm Inc., #5 T21 MH 11810, which made possible the development of this material.

Children who are mentally and emotionally handicapped usually need individual attention and considerable emphasis upon basic motor development, body movement, physical conditioning, and confidence which is attained from successful and satisfying achievement in games, sports, and physical activity. Effective instruction for these individuals must be accomplished by arranging all teaching to the specific needs of the individual.

It is also hoped that many colleges and universities will use the manual as resource material to further extend and develop their courses in adapted physical education and recreation so that students who are preparing for careers in these areas will be more adequately prepared to deal with mentally and emotionally handicapped individuals in the total context of physical education and recreation

GAMES AND RELAYS

A Flower Grows

This is a movement exploration activity where children pretend to be flower seeds growing into flowers experiencing such things as rain, sun, water, wind, etc. Children should be allowed to move freely using as many experiences that the "flowers" will have.

All Fours Race

The children form a line, facing a designated goal. They race on hands and knees to the goal. A variation of the race is achieved by racing backwards to the goal.

Animal Tag

A "den" is marked off in each of the two corners of the playing field. Each den is large enough to accommodate all the players. Each child is named after a different animal or there may be several children representing one animal.

All the children begin in one den and must try to reach the other den when their "animal name" is called, without being caught.

One child, "the chaser", stands between the two dens. He calls out the name of an animal. For an example: "cows". All the cows must run to the other den. If one is caught or tagged by the chaser, he must then help the chaser catch the other animals.

Ante Over

Group is divided into two teams. Each team stands on one side of a house or cabin. Team one is given the ball(s). Team two calls, "Ante, ante over", which is a signal for team one to throw the balls over the roof. If a player on team two catches a ball on a fly, he may run around the house and attempt to throw the ball (below the waist) and hit one of the players on team one, who must then come over to team two's side. If no player catches the ball(s), team two returns them over the roof when team one calls "Ante, ante over".

Back to Back

Children stand back to back with a partner. As the caller makes a different suggestion such as: nose to nose, cheek to cheek, knee to knee, back to back, etc., the children respond by moving their bodies. On the signal CHANGE all must find a new partner and the caller tries to get a partner.

Balance Tag

The chaser tells the group how they may balance their bodies to be declared safe. He starts chasing them and to keep from being caught they may stop and assume the balanced position indicated. The chaser may stop to see if they lose their balance, in which case he may tag them with two hands.

Ball Relays

Equipment needed: 12 to 16 hoops or auto tires; and 2 utility balls (10 inch).

Divide the hoops into two groups. Place each group in a circle formation and a little distance from each other. Place the hoops in each circle a little distance from each other so that the children will have to stretch to reach another circle.

Ball Relays (cont.)

Divide the children into two groups and have each child stand inside of a hoop. Give a ball to one child in each group and on the signal "GO", the ball is passed clockwise around the circle by passing the ball over the head. If the ball hits the ground or the floor, the group must start over again. The group that finished first is the winner.

Variations of passing: the ball can be passed between the legs, along the right side, along the left side, on alternate sides.

Balloon Ball

Children try to keep balloon going back and forth across a net, line, or space. Rules may be stated to suit the skill level and/or purpose of the activity.

Children may sit cross-legged and attempt to bat the ball across to the other side. Players may hit the balloon only with their fingers.

Basket Target Throw

A bushel basket or wastbasket is placed 10 to 15 feet from a throwing line. Each child, in turn, is given three (or more) throws for each turn. He throws from behind the line and scores one point each time a thrown ball lands in the basket. The player accumulating the highest score within an established number of turns is the winner.

Beanbag Tag

One child is selected as "it" and carries the beanbag. The other children chase the child who is "it". Whoever tags "it" takes the beanbag and becomes the new "it".

The child who is "it" may choose to toss the beanbag to someone else before he is tagged.

Bear in the Pool

Any number from 8 to 20 children can play this game. No equipment is needed. All the children except one form a circle holding hands. The one child, who is the "bear" stands inside the circle (pen). The bear tries to break out of the circle by breaking through the children's hands, crawling under their arms or through their legs. When he breaks out of the pen, the other children must chase him until he is caught. The one who catches the bear becomes the new bear.

Blind Man's Buff

Eight to twenty children may play this game in an area 30 by 30 feet. No equipment is required. The players are in a single circle formation. One player, the "blind man", is in the center of the circle and is blindfolded. The players move clockwise around the circle until the blind man claps his hands. He then points at the circle of players and calls the name of an animal. The player being pointed at must make a noise like that animal, while the blind man attempts to guess the identity of the player. If he guesses the name of the player in three tries or less, then that player becomes the blind man. If he fails, than he becomes the blind man again, and the game continues.

Blue Bird

The children form a single circle facing center with hands joined high to form arches. One or more children are selected as "bluebirds" and are on the outside of the circle.

Verse 1: The bluebird goes in and out through the arches, using arms as wings and moving them in rhythm while the other children sing.

Verse 2: The bluebird stops behind a child in the circle and in rhythm, taps him (her) on the shoulder while singing. On the "tired", the bluebird gently pushes the one being tapped into the circle. The one being pushed is now the bluebird. The old bludbird occupies the vacant spot.

(Words to the song.)

Verse 1: Bluebird, bluebird, through my window,
Bluebird, bluebird, through my window,
Bluebird, bluebird, through my window,
Oh, Johnny, I am tired.

Verse 2: Take a little boy (girl), tap him on his shoulder,
Take a little boy (girl), tap him on his shoulder,
Take a little boy (girl), tap him on his shoulder,
Oh, Johnny, I am tired.

Can You?

Laterality

Can you show where your left arm is? Right?
(Leg, side, knee, eye, ear, foot, hand)
Can you turn to your right? Left?
Can you lean your body to your right? Left?
Can you lie down on your right side? Left?

Directionality

Can you point to the space to your left? Right?
Can you walk to the left? Right?
Can you point forward? Backward?
Can you move forward? Backward?
Can you go to something large? Small?
Can you go to something far away? Near?
Can you walk inside (outside) a circle?
Can you put rope over (under) you?

Bounce Basketball

There are 5 to 10 players on each of two teams. A basketball is used. There are two goals laid out on the floor at each end of the court. These goals are circles 3 feet in diameter. The center of each circle is 4 feet from the end line of the court. To score 1 point, the ball must be bounced into the circle. Players may pass to teammates by bouncing the ball to them. Only one step is allowed while in possession of the ball and no dribbling is permitted.

Boundary Ball

The play space, about the size of a basketball court, is divided into three equal areas: one central and two end areas. The players are in two teams, one in each end area. The object of the game is to propel a ball over the opponents' rear boundary line and thereby score a point.

Boundary Ball (cont.)

The game is begun by one (or more) players from each team throwing a ball from his own rear boundary line. Balls are thereafter thrown from wherever they are intercepted within the end areas. A ball which goes out of bounds is recovered by a nearby player and brought just inside the end area at the point where it went out. The central area is considered out of bounds.

The first team to score five points wins the game.

Break the Camel's Back

The group is divided into two teams. A player from team one bending forward from the waist, wraps his arms around a stationary object (i.e., a tree or post). His teammates line up behind him, each one wrapping his arms around the person in front of him. In doing this they form a human chain. Team two now piles on top of team one attempting to cause them to lose their foothold and fall to the ground.

Broom Relay

Children stand behind a starting line in files of equal numbers. The first child on each team has a broom and a wooden puck or block. On signal the first child runs forward, sweeping the puck as he goes. At a designated line, he turns, sweeps the puck back to the front of his file, passes the broom and puck to the next child, and runs to the end of the file. The second child repeats the procedure, etc. The winning team is the one which first finishes with all of its players back in their original positions.

Variation: At the turning line, children may be required to perform a stunt, do an addition problem etc., before beginning to sweep back to the starting line.

Bronco Tag

Children form lines of 'three' holding the waist of the person in front of them. The groups scatter over the playground. The third child in the line is the bronco's tail, the first child is the head, and the second child is the middle body part.

Two children are selected as the runner and the chaser. To save himself from being tagged the runner must catch hold of a bronco's tail. If he succeeds, the head of the bronco becomes the new runner. The bronco tries to keep his tail out of reach of the runner by dodging around. If the chaser tags the runner before he can catch the bronco's tail, the runner becomes the new chaser.

Brownies and Fairies

The players are in two groups: one called the Brownies and the other called the Fairies. Goal lines are marked across both ends of the play area. The brownies are on one goal line and the fairies are on the other. The brownies stand on their line with their backs turned toward the fairies. Upon a silent signal from the teacher, the fairies sneak quietly toward the brownies. When they are within reasonable distance for a good chase, the teacher calls: "The fairies are coming!". The brownies turn and chase the fairies; any fairy tagged by a brownie before reaching his own goal line becomes a brownie and goes to the brownies' goal line. The game is repeated with the brownies sneaking up on the fairies.

Cage Ball Push

A cage ball is placed midway between two goal lines. Children are divided into two equal teams, which face their opponent's goal line. On the signal, each team attempts to push the cage ball across the goal line of the other and thereby score a point.

Call Ball

The players are in a circle formation with one child in the center. He tosses the ball above his head while calling the name of a child in the circle. That child attempts to catch the ball before it bounces more than one time. If he catches the ball, he takes the place of the child in the center. If he fails to catch the ball, the child in the center tosses up the ball again and calls the name of another child.

Variation: The difficulty of the game may be altered by eliminating the bounce or increasing the number of bounces permitted.

Capture the Flag

Ten to thirty children may play this game in an area the size of the average school playground. Two or more flags (pieces of cloth on a stick) are required. A rectangular or square area is marked out with a line running through the center. A "poison" area is marked out along opposite goals at opposing corners of the area. The flag is stuck into the ground at the center of each goal line. The players are divided into two teams of equal numbers. The members of each team try to capture and carry the opponents' flag into their own half of the field without being tagged. Players tagged while in enemy territory go to prison. Teammates may rescue a prisoner by going into prison and taking his hand and running to their own court with him without being tagged. If the rescuer or prisoner are tagged while in enemy territory, both become prisoners. Rescuers may not take the flag while recovering a prisoner. Rescuers may recover only one prisoner at a time.

Catch the Cane

The players stand in a circle with the player who is "it" in the center. All players, including "it", are given a number. The child who is "it" holds a cane (wand or broomstick) with the tip of a finger in an upright position with one end on the floor. He calls a number as he lets go of the cane. The player whose number is called attempts to catch the cane before it drops to the floor. If he catches the cane, he is "it". If he fails to catch the cane, he returns to his place in the circle and the first child is "it" again.

Challenge Course Relay

Children are divided into relay teams. Upon the signal the first child in each group must run through the course overcoming each obstacle. The first team to finish is the winner.

Obstacles may be hurdles, jumping rope, weaving between cones, bars to climb over or crawl under, etc.

Charlie Over the Water

The players are in a circle and hands are joined. One player is Charlie, and he stands in the center of the circle. The players walk to the left (or right) in a circle chanting:

Charlie over the water,
Charlie over the sea,
Charlie caught a blackbird,
But he can't catch me!

As they say "me", the players squat quickly. Charlie tries to tag a player before the player gets into a squatting position. If he is successful, the child whom he tagged changes places with him and the game is repeated with the new Charlie in the center.

Chewing Gum Art

Materials needed: Bubble gum for each child
3 x 5 index card for each child
tooth pick for each child

Give each child gum to chew and make into a hard wad. Have them to take the gum, place it on the card and use the toothpick to mold it into some type of an animal (dog, cat, rabbit, etc.). Set a time limit for the sculpturing (10 minutes). Have the children to guess what each is.

Circle Stride Ball

Players stand in a circle in a sideward stride position with feet touching the feet of players on each side. The child who is "it" stands in the center of the circle with a large playground ball. He attempts to roll the ball out of the circle between the feet of one of the players. If he is successful, the player who allowed the ball to pass out of the circle between his feet becomes "it", and the center player takes his place in the circle. The players must use their hands to stop the ball and must not move their feet. A ball which goes out the circle between two players is recovered by a nearby player, who tosses it to "it", and play is resumed.

Did You Ever See a Lassie?

Children form a single circle facing the center. One child is selected to be in the middle.

Explanation:

Verse: All join hands and skip left or right. Center player decides what action to display.

Chorus: Children in circle stop and mimic the center player's movements. Repeat the song with a new leader in the center.

(Words to the song.)

Verse: Did you ever see a lassie (or laddie),
A lassie, a lassie,
Did you ever see a lassie
Go this way and that?

Chorus: Go this way and that way,
Go this way and that way,
Did you ever see a lassie
Go this way and that?

Dodge Ball

Fifteen to thirty children may play this game in an area a minimum of 40 by 40 feet. An inflatable ball such as a beach ball or volleyball is required for each circle. One-third of the players are inside of the circle. The other players are arranged in a single circle formation around them. Those in the circle attempt to strike the players inside the circle with the ball below the waist. When a player is hit, he joins the circle. The last player remaining is the winner.

Variation: Only three or four players are placed inside the circle. When one is hit, he changes places with the one who hit him.

Dog Catcher

One child is selected as the Dog Catcher and stands in the area between two goals. Each child chooses the name of a dog. The Dog Catcher calls, for example, "Poodles run". All children who are Poodles must run from one goal to the other. Any child tagged is placed in a designated "dog pound" where he must remain until the end of the game. The Dog Catcher may call "All Dogs Run".

The last child to be tagged is the winner.

Drop the Handkerchief

Eight to twenty children may play this game in an area a minimum of 30 by 30 feet. A clean handkerchief is needed. Players stand in single circle formation facing the center. One child who is "it" walks around the outside of the circle with the handkerchief. He drops it close behind another player and runs around the circle attempting to reach the vacated position before the other player. The player behind whom the handkerchief was dropped, picks it up and runs around the circle in the opposite direction attempting to return to his position before "it" does. The player who reaches the position first is safe and the other player is "it" and repeats the procedure.

Duck, Duck, Goose

Any number can play. No equipment is needed. The children form a circle. One child is chosen to be "it". His place in the circle is left vacant to form an opening to the center of the circle. "It" walks around the outside of the circle touching certain children and saying, "Duck, duck, etc." Whenever he touches a child and says, "Goose", that child must give chase, attempting to catch "it" before he can reach the opening and run safely into the center of the circle. If "it" is caught, he takes the place of the child who caught him, and this child becomes the new "it".

Ducks Fly

Children scatter throughout the playing area. One child is selected to be "it" and stands in front of the group. "It" calls "ducks fly", "horses fly", birds fly", etc. When an animal is named that does fly, children must move as if they were that animal flying. If an animal that does not fly is called, the children must remain still. Any child who moves when he should be still or remains still when he should move becomes the new "it".

Face the Leader

Make several circles on the ground, that form a larger circle. The instructor stands outside the circle, faces the group, and the students are to recognize their positions relative to the instructor. The instructor changes his position and the students are to move to new circles that give them the same relative position.

Feather Blowing

Each child has one or more feathers of various colors and attempts to blow his feather off his hand, arm, or other body part. Children may be encouraged to see if they can keep their feather in the air by blowing it. The same exercise may be done with the child lying in a supine position.

Feathers may also be used to stimulate responses in children by tickling them, holding them in their hands, etc.

Fire Engine

The fire chief faces the players who stand on a home line. Each player has a number: one, two, three, or four. If the chief jumps three times and calls out FIRE, all those whose number is three, run to the turning point, and the one that gets back first is the new fire chief. If the call is GENERAL ALARM - FIRE, then all children run to the fire line and home, and the fastest runner in the whole class is the next fire chief.

Finger Play - Draw a Circle

1. Draw a circle, draw a circle,
   Round as can be; (draw a circle in the air with pointer finger)
   Draw a circle, draw a circle
   Just for me.
2. Draw a square, draw a square, (draw a square in the air)
   Shaped like a door;
   Draw a square, draw a square
   With corners four.
3. Draw a triangle, draw a triangle, (draw a triangle in the air)
   With corners three;
   Draw a triangle, draw a triangle
   Just for me.

Finger Play - Mr. Duck and Mr. Turkey

Mr. Duck went out to walk, (hold up thumb)
One day in pleasant weather.
He met Mr. Turkey on the way, (hold up the other thumb)
And there they walked together. (move the thumbs together)
"Gobble, gobble, gobble," (move one thumb back and forth)
"Quack, quack, quack." (move the other thumb back and forth)
"Good-bye, good-bye" (nod both thumbs)
And then they both walked back. (move thumbs apart)

Finger Play - Open, Shut Them

Open, shut them, shut them,
Give them a clap.
Open, shut them; open, shut them;
Lay them on your lap.
Creep them, creep them slowly upward,
To your rosy cheeks,
Open wide your shiny eyes,
And through your fingers peep.
Open, shut them; open, shut them;
To your shoulders fly,
Let them like the little birdies,
Flutter to the sky.
Falling, falling, slowly falling,
Nearly to the ground,
Quickly raising all your fingers,
Twirling them around.
Open, shut them; open, shut them.
Lay them in your lap.

Finger Play - Puppet Clown

I am a little puppet clown. If you loosen my strings, my head will fall down. (let head flop)
My legs are still as they can be; but now they flop as you can see, (move one leg and then the other)
My arms are high, and now they fall. (raise arms and let them fall)
And now I cannot stand at all. (flop on the floor)
My legs are crossed. I'm sitting down. (move to sitting position)
I'm just - - sleepy - - puppet - - clown. (say the words softly and slowly)

Finger Play - Tall and Small

Here is a giant who is tall, tall, tall: (children stand up tall)
Here is an elf who is small, small, small: (children slowly sink to floor)
The elf who is small will try, try, try: (children slowly rise)
To reach to the giant who is high, high, high. (children stand tall, stretch and reach arms high)

Flying Dutchmen

Children join hands and form a circle. Two children with hands joined are selected as "it" and walk around the outside of the circle. The child ("it") nearest the circle tags the joined hands of two children in the circle. The "it" couple then begins to run around the circle in the same direction as they were walking, while the tagged couple runs in the opposite direction. The couple reaching the vacant space in the circle first are the "it" for the next game.

Four-man Obstacle Race

All except four players on each team stand in files behind a starting line. (Teams should consist of an equal number of players.) The four players from each team are placed in line with their team's file of players and equidistant from each other; the first of these players stands with feet together and 15 feet from the starting line; the second stands 15 feet beyond the first in a wide-stride stance;

Four-man Obstacle Race (cont.)
the third kneels on knees and forearms; and the fourth stands with feet together.

The first player in each file contacts the starting line with one foot until the signal to start is given. When the signal is given, he runs completely around the first, crawls between the legs of the second, leap-frogs over the third, runs around the fourth, and then returns to the starting line in the reverse order. At the starting line, he tags the hand of the next player, who repeats the pattern. The first file to have all of its players back in their original positions is the winner.

Fox in the Morning

Children stand in a line, facing the leader. The leader says: "Fox in the morning." The children respond: "Goose and the gander." Leader: "How many are you?" Children: "More than you can handle." Leader: "We'll see!" On the "We'll see" the children run to a goal line beyond the leader. The leader attempts to tag the children by touching with two hands on the back. The children who are tagged return to the center with the leader to help him with the chant and the tagging. The game is continued until all children are tagged (or until all but one child is tagged, and this child becomes the new leader).

Frog in the Sea

A circle, about 6 feet in diameter, is scratched or drawn on the playing surface. A child is selected to be the frog. He sits cross-legged in the center of the circle. The other children chant: "Frog in the sea...Can't catch me!" When the children step into his circle, the frog attempts to tag them without leaving his sitting position. Anyone tagged becomes the frog. If the frog leaves his sitting position to tag someone, the child tagged does not become the frog.

Hand Wrestle

The contestants stand facing each other with the palms of their hands placed against each other. The two should be standing close together with arms bent and hands at about shoulder height. On signal they push against one another trying to make the other take a step backward.

Hill Dill, Come Over the Hill

Half of the players stand behind each of two goal lines. The selected "it" stands between the two goal lines and calls "Hill Dill come over the Hill". Players must run to the opposite goal. "It" attempts to tag players; anyone tagged remains in the center and assists "it" to tag players.

Hit, Bounce and Catch

A handball court, a gym wall or any solid wall can be used for this game. Draw a line across the wall knee height of the children. Draw a line across ground or floor 5 feet from the wall. A rubber ball is needed (any size). The child should stand behind the line and throw the ball above the line on the wall, let it bounce once and catch it. Repeat for 30 seconds. The leader can count the number of times he successfully repeats the act. More than one child can play at the same time, and the children can count for each other.

Hit, Bounce and Catch (cont.)

Variation: Instead of having the child to throw the ball each time, he can hit the ball.

Hokey Pokey

Formation: Single circle facing in.
Action: Players follow calls by performing action indicated.
Verses: When the song calls for the "Hokey Pokey", the elbows are bent, the hands are up (palms out), and are wig-wagged backward and forward in front of the face. The player takes a quick turn clockwise and claps out the rhythm of the song, thrusting the right hand toward the center of the circle at the conclusion.
Last Verse: Hands are held high and waved in a trembling motion. Players kneel, slap the floor with both hands and rise and shout as the music finishes.
(Words to the song.)

You put your right hand in,
You take your right hand out,
You put your right hand in,
And you shake it all about,
You do the Hokey Pokey and turn yourself about,
That's what it's all about, Yeah!

Verse 2: You put your left hand in, etc.
Verses 3-10: You put your right and left elbow in, shoulder and hip, head, and whole body.
Verse 11: You do the Hokey Pokey,
You do the Hokey Pokey, You do the Hokey Pokey,
That's what it's all about.

Hook On

Children stand in a circle and count off in groups of two's. Each number 1 grabs the arm of the number 2 on their right side. Select a couple to be "it", having the number 1 to chase the number 2 around the outside of the circle. The "runner" may join arms with any couple in the circle, in order not to be caught. When the runner joins the circle, the child on the other end of the couple just joined, must start running. This continues until a runner is caught by the chaser and then the runner becomes the chaser.

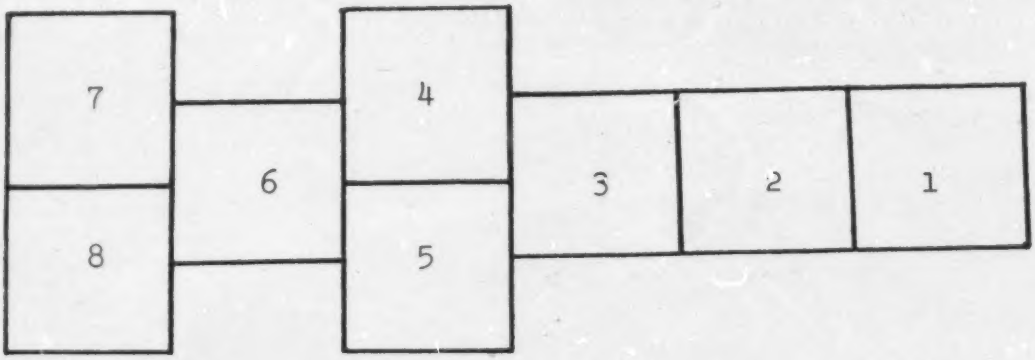
Horse Race

Children stand along a starting line. On signal, they race toward a finish line in designated fashion. They may be required to run, gallop, etc. The first child to reach the finish line is the "winner and champion".

Common Hopscotch

The player hops one foot in the single boxes and on both feet in the double boxes. Each box is numbered from one to eight. A rock or puck is used. The player slides his "puck" to the number 1 box and if it lands in the number 1 box, he proceeds to jump over the number 1 box into the next box and proceeds to the last two adjacent boxes with one foot in each box. Then the player jumps up and turns around to land in the same two boxes. He then proceeds to hop back toward the first box in reverse order, only when he reaches the box before the

Common Hopscotch (cont.)
number 1 box, he must bend down, without losing his balance, and pick up his "puck". Then he may hop into the number 1 box. On his next turn, he slides his "puck" to the number 2 box and proceeds as before, only not stepping in the box that has his "puck" until he has hopped to the end and is returning to the first box. Thus, he continues until his "puck" has been in each box. If his "puck" does not land in the right box, he loses a turn or if he loses his balance while picking up his "puck", he loses a turn. See court diagram below:



Hot Ball

Children are positioned in a circle, facing the center. The ball (playground, medicine, cage) is described to them as "too hot to touch". They are to attempt to push the ball or pass the ball as quickly as possible.

Variations:

(1) Children are seated with legs crossed and push ball across the circle with hands.
(2) Children are seated with hands behind them and push ball across circle with feet.
(3) Children are seated with legs crossed and pass ball from hand-to-hand around the circle.
(4) Children lie on backs and push ball across circle with feet.

Human Hurdle Relay

Players form teams of about eight players each. Each team sits in a circle with players facing the center; feet are together and legs are straight, heels on the floor.

One player from each team is designated as starter. On a signal, the starter jumps up, hurdles over the legs of each player, and, as he returns to his position on the floor, tags the next player. The second player repeats the procedure, etc. The team which finishes first with all players in their original positions is the winner.

I Am A Color

Children are shown various colors and are asked to move how the color makes them feel.

Questions such as, "Does red make you feel happy or sad?" may be used to prompt movement.

Children should be allowed to move freely and to select the movements to use that they wish.

I Am A Sound

Use a variety of sounds (drums, whistles, rattles, chimes, motors, triangles, etc.). Children are asked to move how the sound makes them feel.

I'm Famous

Children sit on floor in a circle. The leader chooses an "it", who leaves the room. While "it" is out of the room, he must decide what famous person he would like to be. (Example: President Ford). On returning to the room he tells the leader who he is and the children must guess who he is. Each child gets to ask one question, which must be answered "yes" or "no". Each child may have one guess as to who the famous person is. The child who guesses correctly becomes the next famous person. If no one guesses correctly, he must tell who he is and he then gets to become another famous person.

I Spy

An area providing hiding places is needed. The one who is "it" covers his eyes while he counts one hundred or some other number agreed upon. Then he seeks the players who have hidden. To catch a player, "it" must see him, call "I SPY _____", and tag the goal. If the player can reach the goal before "it" can do so, he is free. The game does not start over until all are captured. The captured ones assist "it" in finding the rest. The first one caught, however, becomes "it" for the next game.

Indian Leg Wrestle

The two opponents lie on their backs on the floor with heads in opposite directions, trunks close, and near arms locked at the elbows. Three counts are given: on the first count each player lifts his leg nearest the opponent to a vertical position. On the second count, he brings it back to the floor; on the third count, he lifts his leg again, hooks his opponent's leg near the foot with his heel, and attempts to roll him over backward.

Jump the Shot

Players stand in a circle facing the center. One player kneels in the center and holds a piece of rope about 20 feet long with a towel knotted at the free end. The center player turns the rope so that the weighted end passes beneath the feet of the players in the circle, who must jump over it.

Any player who touches the rope with his feet while it is turning must leave the circle. The last remaining circle player replaces the player in the center.

Keep Away

A bean bag, yarn ball, balloon, beach ball, rubber play ball, or even a volleyball or basketball may be used depending on the skill of the group and on the kind of skill to be developed. The group is divided into two sides. The purpose is to get the ball and keep it away from the other team. A team may count the number of passes they can successfully make before losing the ball to the other team. The size of the sides needs to be kept reasonably small.

Kick the Can

Two teams of twelve players are formed. A row of cans or similar objects is placed in the center between two lines which are 30 to 60 feet away on either side of the cans. A soccer ball is used for the game. Each team stands behind its own kicking line. One player kicks the ball at a can. Opponents stop the ball with their feet as it rolls to them and kick it back toward the cans. The game continues until all cans are down. Each team is awarded one point for every can it knocks down, and the team with the higher score is the winner. The ball may be blocked by the body, but if the ball is touched with the hands, it is a foul, and the opponents are given a point.

Life Size Paper Dolls

Child lies down on butcher paper and the counselor or another child takes a crayon or pencil and draws around him. The child colors their pants and shirt according to the colors worn. The child takes scissors and cuts out his shape. The shapes may be hung on a wall, placed in a chair, left on the floor and children run around them.

Line Club Bowl

The players of each team form a file behind a throwing line which is 20 to 30 feet from a club line. Three Indian clubs (or wooden blocks) are placed in a triangle pattern in front of each team, with the club forming the apex of the triangle placed on the club line, and with the clubs 12 inches apart. A volleyball is rolled by the players, in turn, in an attempt to score by knocking down one or more clubs. When one club is downed, one point is scored; two clubs downed in one roll scores three points; five points are scored when three clubs are downed. Players must keep at least one foot behind the throwing line when releasing the ball; otherwise, the downed clubs do not count and the turn is lost.

Scores of all players on each team are totaled, and the team with the highest score at the end of a designated number of turns for all players wins the game.

Line Kick

Twelve to 24 children can play. A utility or soccer ball is needed. Mark the ground with two lines (goal line) 15 feet apart. Draw another line 3 feet in front of each goal line and this is the "scoring zone". Divide children into two groups and each group stands behind their opponent's goal line.

The purpose of the game is for a team to try and score a point by kicking the ball over their goal line. This is done by a series of

short kicks to their teammates until they reach the scoring zone. The team cannot come into the scoring zone but their opponents can go into the scoring zone and try to stop the ball by using the feet or legs. If the opponent stops the ball, then they get to start from their opponent's goal line and proceed to get the ball to their own goal line. If the opponent merely kicks the ball back into the playing field, the team gets to try again for goal. Each time a goal is made, a point is scored. The team with the most points is the winner.

London Bridge

Two players join hands and form an arch over their heads. Other players form a single line facing the arch.

Children in line walk through arch. On the words "My fair lady" children forming arch drop their arms to capture prisoner. (Verse 1)

Children forming arch sway from side to side while prisoner moves forward and backward. (Verse 2)

Arch players and prisoner move away from rest of the group. The prisoner is asked to choose one of two items such as gold or silver. The two arch players each select one prior to the game. The prisoner then stands behind the arch player who represents the item he has selected. Repeat until all players have been caught. The side with the most players wins.

Verse 1 - London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

Verse 2 - Build it up with iron bars,
Iron bars, iron bars,
Build it up with iron bars,
My fair lady.

Verse 3 - Off to prison you must go,
You must go, you must go,
Off to prison you must go,
My fair lady.

Magic Carpet

Squares or circles (magic carpets) are drawn on the floor with some space between them. All join hands in a line. As the music starts, all start to skip keeping hands joined. When the music stops, all must stop still. All those caught on a carpet form a second team with a new leader.

Medicine Ball

Children sit in circle or in two parallel lines and push medicine ball back and forth.

Midnight

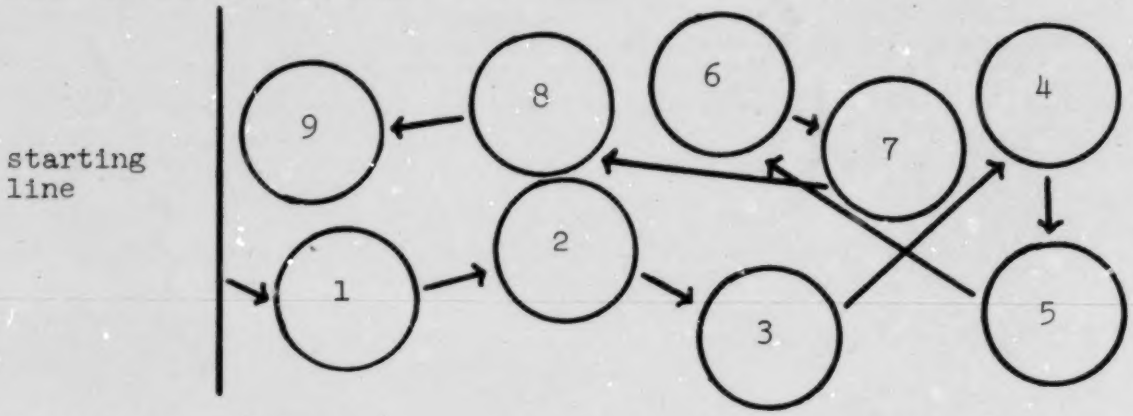
The Fox goes out of his den around the field. The Sheep come out and go as close to the Fox as they dare and ask "What time is it?" The Fox says nine o'clock or so on and they are safe. When he says "It's midnight", the sheep run for their lives back to the sheepfold. The ones he catches become Foxes (put on colored sleeve bands) and help him catch the other sheep.

Miniature Golf

Equipment needed: 9 bicycle tires
1 three inch rubber ball per child

Number the tires 1 through 9 by placing the numbers on the tires with masking tape. Place the tires 15 to 20 feet apart and draw a starting line 15 feet from the number 1 tire. (see diagram)

The object of the game is to try and get the ball in the number 1 circle, number 2 circle, etc., by rolling it with you hand. Each student counts the number of rolls he must take in order to get the ball in all the circles.



Multiple Target Throw

Five twelve inch circles are drawn on the floor (or place hoops on ground) two feet apart and either scattered or in a file, 5 to 10 feet beyond a throwing line. The circles are marked with numbers indicating points to be scored: the circle farthest from the throwing line scores five points, the nearest circle scores one point, and the remainder are scored two, three and four points, according to their relative distances from the throwing line.

Each player, in turn, tosses three bean bags. To score, he must keep at least one foot behind the throwing line as he releases the bean bag. He scores according to the numbers in the circles within which any of his tossed bean bags rest. The player to score the highest total number of points within a designated number of turns is the winner.

Parachute Play

Using parachute, have the children form a circle around the perimeter and grasp the parachute with both hands. In this position several activities may be performed.

Locomotor Movements (running, walking, hopping, etc.)
Popcorn (bouncing balls on parachute)
Clouds (lifting parachute high over head)
Ripples (making waves)
Mushrooms (catching air under chute by bringing hands down to ground)

Parade Horses

Children are asked to prance like horses, lifting knees high and pointing toes. Children should explore various ways of moving like horses. For example: prancing, trotting, walking, galloping, running.

Play Asleep

Divide children into two groups and have each group to lie down on their back and pretend to go to sleep.

The leader must explain to the children that when the whistle is blown or the clock rings, each child must get up and find whatever the leader commands. As soon as they find the items, they must return and go back to sleep. The group that completely falls back to sleep is the winner. The leader can check for relaxation by lifting an arm, hand, finger, leg. If there is tension, the limb will be stiff, breathing should be slow, mouth should droop, eyelids should be relaxed. Commands can be: Touch something green, brown, soft, hard, etc.

Pom Pom Pullaway

One child is selected as "it" and stands in area between two goals. "It" calls "Pom pom pullaway. Come away or I'll pull you away". Children must run to opposite goal. Any child who is tagged remains in the center and helps "it" tag the other children.

Pussy Wants a Corner

Squares are drawn on the floor for each player. One player, called "Pussy" walks to different squares saying "Pussy wants a corner." The player in the circle answers, "Go to my nextdoor neighbor". Meanwhile, as ussy is at other squares, the remaining players signal each other and attempt to exchange places. Pussy tries to occupy a square left by another player. The one left without a square becomes the new "Pussy". If one player continues as ussy too long, he may call "All change", and quickly find a vacant square as everyone changes squares.

Rag Doll

Children are asked to imitate the movements of a rag doll. Movements should be very loose and free.

Red Light-Green Light

The player designated as "It" stands on a goal line marked across one end of the play area. The other players are on a line at the opposite end. It calls, "Green light!" He turns his back to the players and counts aloud: "1-2-3-4-5-6-7-8-9-10-Red Light!" The players run forward on "Green light" and must stop on "Red light." On "Red light", It turns to face the players. If he sees a player moving his feet, he sends him back to the starting line. The first player to reach the goal line becomes the new It.

Reverse Circle Stride Ball

Played like "Circle Stride Ball" except that players in the circle stand with their backs to the center.

Rooster Fight

The two contestants raise the left foot to the rear and grasp it with the left hand. The right arm is free but must be kept in close to the side with fist closed and not used to strike, shove, or pull. On signal they try to upset each other by charging and shouldering, or to cause each other to drop the left foot to the ground. The one who remains on one foot the longest wins.

Run for Your Supper

Players are in a circle with one player designated as "It". It goes around the outside of the circle, stops between any two players, and says, "Run for your supper!" The two players turn away from each other and run in opposite directions around the circle. The first player to get into the space vacated by the other and tag It, becomes the new It.

Variation: It may designate the locomotor movement to be used by the two players; "Walk for your supper, or hop for your supper, etc."

Seat Tag

Two opponents face each other. Upon signal they attempt to tag each other on their 'seat'. Play continues until one player is tagged or time is called.

Shadow Tag

The children are dispersed over the playing area. The teacher selects one child to be "it". "It" attempts to step on the shadow of another player's head. If he succeeds, the player whose "head" was stepped on becomes "it".

Shuttle Run

Children are divided into relay teams. Half of each team is behind each of the two goal lines facing each other. Upon signal the first runner of the starting line runs and tags the first player on opposite line and goes to the end of that line. Tagged player runs to the opposite side. This continues until both halves are in their original positions. The first team to get all players back to their original positions wins.

Alternate game - have players behind the same line. Each runner must fetch or return an object.

Spot Tag

One child is selected as "It." Anyone whom he tags must place a hand on the spot where he was tagged. Tagged players also become "It" and attempt to tag other players.

Stake Target Bowl

Players try to score by bowling a large ball from behind a line marked 10 to 20 feet from an Indian club, or from a standing wooden block. Each bowler, in turn, is given three (or more) trials. He must keep at least one foot behind the line on releasing the ball. A bowler scores one point each time he knocks down the club or block with a bowled ball. The player accumulating the highest score within a prescribed number of turns is the winner.

Steal the Bacon

Two teams form on opposite lines. When the leader calls a number (letter, shape, color, size) the player from each team with that designation races to the center, attempts to grab a club (bean bag or ball) and returns to his place without being tagged by his opponent. If he returns to his place safely he wins one point for his team.

Variation: Give balls or bean bags to a player who is unable to run because of a physical impairment and to his corresponding opponent and see who can knock the center pin down first when their designation is called. Or require designated opponents with slow reaction times to run to a base and get their ball or bean bag before they can throw at the club.

Stork Tag

One child is "it" and attempts to tag another player (two-hand tag on the back). The only way to be safe, other than eluding the chaser, is to stand on one leg (left), raise right leg, put right arm under the right leg and grab hold of the nose, standing there balanced like a stork on one leg.

Streets and Alleys

Players are arranged in several lines containing equal numbers of players. When players face the front and join hands, the aisles which form are called "streets"; when players face the side, the aisles are called "alleys". There are two extra players, one who is "It" and one who is the runner. It chases the runner, who can run only through the aisles. These aisles are changed when the leader calls "Streets!" or "Alleys!" Changing the aisles may either assist or hinder It in tagging the runner. When the runner is tagged, a new runner and chaser are selected.

Stretch Rope Activities and Singing Games

Using the stretch rope for resistance children can perform simple exercises or singing games in circle formation. For example: sit-ups, arm raising, locomotor movements, Row, row row your boat.

Squat Tag

Any number of players may participate. One is chosen to be "it". He attempts to tag one of the other players who evade him by running or dodging. They cannot be tagged if they are squatting. A child tagged in an upright position becomes the new "it".

Tactile Discrimination

1. Feel different objects as: beans, rice, gravel, flour, sand. Now blindfold child and ask him which one he is feeling.
2. Give child an object as: steel wool, wood, sandpaper, burr, velvet, satin, silk, terry cloth, flannel. Have him run to other end of space and bring back the object that feels the same.
3. Have barefoot children walk on different surfaces as grass, concrete, wood, gravel, tile, inner tubes, sponge. Then blindfold the child and have him identify the surface he is stepping on.

Teacher Ball

A leader faces the other children, who are in a line about 8 to 10 feet from him and facing him. The leader tosses the ball to each player in turn, starting at the head of the line. Each child, upon receiving the ball, tosses it back to the leader. Anyone who misses the ball goes to the foot of the line. If the leader misses, he goes to the foot, and the child at the head of the line becomes the new leader.

The Farmer is Coming

Ten to 20 children may play in an area as small as 50 by 50 feet. No equipment is required. All the players, except one, the "farmer" stand behind the starting line. The farmer who is seated 35 feet from the starting line, gives the signal for the children to walk forward. The children walk forward, coming as close to the farmer as they dare. The farmer, when he believes it will be to his greatest advantage, claps his hands and shouts: "The farmer is coming!" With this shout, he attempts to tag one of the players. The child tagged becomes the new farmer and the farmer becomes one of the players.

The Farmer in the Dell

Children are in a circle formation. One child is chosen as the "farmer". Everyone sings the song as they walk clockwise around the circle. On the 2nd verse, the "farmer" chooses a "wife", then the wife chooses the child, etc.

Song:

1st verse: The farmer in the dell,
The farmer in the dell,
Chorus: Hi, ho the derry-o,
The farmer in the dell.

Verses 2 - 9
The farmer takes a wife.
The wife takes the child.
The child takes the nurse.
The nurse takes the dog.
The dog takes the cat.
The cat takes the rat.
The rat takes the cheese.
The cheese stands alone.

Everybody leaves the center of the circle except the cheese and the cheese becomes the new farmer.

Through the Elastic

Children stand behind starting line in files of equal numbers. A large loop of elastic (about the size of a garter) is placed several feet in front of each file. On signal, the first child in each file runs to the elastic; places his arms, head, body, and feet through the elastic; steps out of the elastic and replaces it; runs back to his file, tags the second child, and runs to the end of the file. The second child repeats the procedure, etc. The first file to have all team members back in their original positions is the winner.

Tire Toss

A tire is suspended from the limb of a tree. Each child, in turn, is given three (or more) trials at throwing bean bags or balls through the tire. A point is scored each time a bean bag or ball passes through the tire. The child who totals the most points in a designated number of tosses is the winner.

Toe Tag

Two opponents face each other. Upon signal they attempt to tag each other's toes using only their feet. Children must move quickly to avoid being tagged. Play continues until one player is tagged or time is called.

Tote Your Buddy

Have the children choose a partner and line up behind a starting line. The partner that is the lightest in weight climbs on the back of his partner by placing his hands around his partner's neck and bending his legs backward so that his feet are off the ground. On the signal "Go", the partner tries to tote his buddy to the goal line. The first to reach the goal line is the winner.

Tug of War (Team)

Ten to 20 children can play in an outside or large indoor area. One rope 15 or more feet is needed. Divide players into equal groups. Have each player tightly grip the rope with both hands and place feet firmly on ground for pulling power. Draw a line equal distance between the two groups.

At signal to pull, each team tries to pull opposite team across the line drawn on the ground or floor. When final player has been pulled across the line, the team having pulled the other across is the winner.

Volley Tennis

Two teams with an equal number play this game with a volleyball on the volleyball court with the net $2\frac{1}{2}$ to 3 feet high. The ball is served by hitting it with the hand over the net. The receiver must let the ball bounce before returning it. The ball may be hit by any number of players or limits may be set at three hits. The ball may bounce once between the times that a player hits it. No player may touch or reach over the net. The ball may not bounce over the net. The ball must be hit, not caught, held, or thrown. The serving side may score, otherwise the side is out and the other team tries for the score.

Whistle Run

Children are scattered on the field. Upon the signal they begin running. When the whistle is blown they must stop and change directions and begin running again.

Alternate Activities - run in a circle, run sideward, forward, backward, etc.

Whistle Stop

This is a good activity to increase listening skills and to improve the following of directions.

Children locomote in the indicated space according to the instructions (walk, run, jump, hop, leap, slide, gallop, skip, etc.). When the whistle sounds, children quickly join hands with the indicated numbers. If there are 2 blasts on the whistle, two children join hands; 3 blasts means a circle of 3 persons, and so on. For those that do not form the correct combinations, they are not eliminated but are sent to the other side of the gym or playground, and play the same game there. When all of the original group are eliminated, start again.

Wild Horse Race

Children pretend to be horses grazing who are frightened by a wild animal. The horses must run as fast as they can to safety. The safety zone is designated by the teacher; distances may be varied.

Word Response

Children have their own space (defined by hoop, tire, rope, or just their own imagined boundaries). They respond to action words as fall, stretch, curl, bend, collapse, jump, hop, kick, throw, push. They may also respond to walk, run, leap, etc. Word imagery responses may be tried as walk on soft snow, run on slippery streets, crawl on rough rocks, move like falling leaves, and you are smoke spiralling from a chimney.

DEVELOPMENTAL STUNTS AND EXERCISES

Back Arch

The child should lie on his stomach and grab his ankles, arching his back and throwing his head back.

Back-to-Back

Partners sit back-to-back with arms hooked at elbows. Partners attempt to rise to stand, keeping elbows hooked.

Backward Roller

Sit in tuck position on edge of mat, back to mat. Grasp legs below knees and pull knees close to chest. Tuck head down. Rock back and forth on mat. Progress to putting both feet by the right ear, the left ear, over the head.

Balance Beam Activities

1. Walk forward, keeping one foot always in front. Alternate feet.
2. Walk backward, keeping same foot back.
3. Walk forward with hands clasped behind their backs.
4. Walk backward with hands clasped behind.
5. Walk forward with arms folded on chest.
6. Walk backward with arms folded on chest.
7. Walk forward with arms straight overhead.
8. Walk backward with arms straight overhead.
9. Walk forward and then backward with a bean bag balanced on the head.
10. Walk forward balancing a wand across the chest.

Barefoot Activities

Children without shoes and socks wiggle their toes, stamp their feet, make different shapes in the air and on the floor with their feet. They may run and do other forms of locomotion seeing how it feels to move on various surfaces (grass, concrete, wood, pebbles, water, inner tubes, etc.). Water play can be fun and interesting if children are dressed for it. Wading in mud can be utilized for kinesthetic benefits. A child may wet his feet in water and then walk on butcher paper or even on dry boards or concrete and made aware of his step pattern. Toeing out or toeing in could be detected this way.

Bean Bag Toss

Children are in a circle formation with one player in the center of the circle. He tosses the bean bag to any player in the circle, who catches it and tosses it back to him.

Bear Walk

Place hands on floor in front of body, knees and arms slightly bent. Imitate a bear walking on all fours, the hand and foot on the same side of the body are forward at the same time.

Beginning Forward Roll

Take squat position on the mat, knees slightly apart. Hands on mat outside knees directly under shoulders. Head down, chin on chest. Push with feet and hands. Bend elbows to ease weight to shoulders and

Beginning Forward Roll (cont.)
roll to sit position. Progress to squat and then to a standing position.

As the roll is accomplished, reach for the shins and pull legs in close to the body. Progress to beginning the roll from a standing position: lean forward, reach down, bend knees. Place hands on the mat and roll with a tuck.

Block Color Match

Two sets of blocks are assembled: one large set of colored blocks and one smaller set of matching colored blocks. The large blocks are placed in a row in random order; the small blocks are placed in a pile.

The child is to match the blocks according to color by placing the small blocks on top of the large blocks.

Block Number Match

Two sets of blocks are assembled: one large set of numbered blocks and one smaller set of matching numbered blocks. The large blocks are placed in a row in random (or in sequential) order; the smaller blocks are placed in a pile.

The child is to match the blocks according to number by placing the small blocks on top of the large blocks.

Bluebirds

Using their arms as wings, children should run lightly in time to the music (one step for each beat). Turning and swooping as they run will make this action more realistic.

Body Part Identification

The teacher touches the different parts of the body and says, "This is my head; touch your head." Continue, using:

mouth	neck	elbows	toes	fingers
ears	shoulders	legs	wrist	chest
chin	arms	ankles	hands	stomach
back	hips	knees	feet	heels

Teacher instructs children to touch the above parts on command. "Place both hands on your head." Teacher asks children to close their eyes and to touch the parts called for.

Body Spatial Organization

1. Direct children to point: in front of them, in back of them, to the side of them, to the top and bottom of objects in the room.
2. Children with eyes closed, point to object in the room. Examples: point to the door, flag, floor, ceiling, basketball goal.
3. Direct children to point above, below, over, under, and between objects in the room.
4. Ask children to:
   a. Put their elbows on the floor.
   b. Stand between two chairs or benches.
   c. Jump and turn in the air toward something on the right side of the room.
   d. Place their wrists on the floor.
   e. Place their heads on their knees.

Box-Jumping
Utilizing boxes of different heights, children jump up-down, on-off, on-over, etc.

Bunny Bounce
With knees bent low and arms bent with hands hanging in front, children should hop high in response to the heavy beat of the music.

Carrying Activities
Children should be given the opportunity to carry objects of different sizes, shapes, and weights.

Chinese Get Up
Partners stand back to back with elbows locked. They push against each other's back while taking several short steps forward and then sit down on the floor simultaneously. They should not let go of each other's arm. After they are on the floor, they must attempt to get up to a standing position still holding each other's arms.

Circuit Training
Divide group into smaller units. Each unit begins at a different station at which they must perform a stunt or exercise or overcome an obstacle. Upon signal from the teacher all units move clockwise to a new station. The circuit continues until all units have been at each station. Time limits at stations may be fixed.

Coffee Grinder
Place finger tips of one hand on the floor. Stretch both legs sideways as far away as possible. Run around the hand on the floor. Knees are kept as straight as possible.

Crab Walk
Have the child sit down with bent knees. The hands are placed behind him on the floor. Child then raises his weight up to support himself on hands and feet. In this position he moves forward and backward.

Crane Twist
Child stands facing wall with hands joined behind back. He places the top of his head against the wall and attempts to turn completely around to starting position, using his head as a pivot.

Curl Up
Have the child lie in a supine position with his arms extended on the ground over his head. Have him begin to slowly sit up bringing his knees to his chest and clasping his knees with him arms and bringing his head forward to touch his knees. Hold this position, then slowly lie back down.

Distance Jogging
Children jog for established distances. Distance should progressively increase.

Distance Run

Children run as fast as they can for fixed distances. Performance may be timed. Distances should progressively increase.

Follow the Leader

One child is selected as the leader. The other children form a line behind the leader. Each child must copy and match the movements and stunts that the leader does as he moves throughout the playing area.

Form Perception Box

This activity is designed to help the children to become aware of space, shape, and to differentiate between the geometric forms of a square, circle, triangle.

Take a large cardboard box (refrigerator or stereo) and with a sharp knife cut the shape of a circle, triangle, and square in the separate ends and the sides, making the openings large enough for the children to crawl through. The various sides may be painted different colors to call attention to colors.

For example: Jimmy, crawl through the square and come out the circle.

Forward Roll Variations

1. Perform two continuous forward rolls.
2. Do a quick forward roll from run.
3. Run and take-off from both feet.
4. Dive over a rolled mat or through a hoop.
5. Roll and come up on one foot.

Full Chin

Child jumps and grasps a bar (slightly higher than standing reach). Palms should be facing away. Child pulls his body upward, attempting to place his chin over the bar, then slowly lowers his body back to the original position.

Galloping Activities

Have the children explore various ways of galloping. Forward/backward; fast/slow; straight line/curved line; alone/ with partner(s); smooth surface/rough surface.

Half Chin

For description of chin, see Full Chin.

Child does not pull his body high enough to place his chin over the bar. Rather, he is only lifting his weight halfway.

Hiking Activities

Have the children take hikes over various surfaces or terrains.

Hobby Horse

Partners are seated with hands joined and feet beneath each other's buttocks. One partner rocks backward, raising his partner off the floor; then the other partner rocks backward. Repeat in rhythmic fashion.

Hopping Activities

Have the children explore the various ways of hopping. Left foot/right foot; forward/backward; fast/slow; high/low; alone/with partner(s); smooth surface/rough surface; straight line/curved line.

Hot-Cold

Children are asked to move, using non-locomotor and locomotor movements, how they feel when they are hot, when they are cold, etc., when they touch something hot/cold, etc.

Human Arch

Child lies on the back with feet drawn up to buttocks and hands at shoulders with fingers pointing toward feet. He pushes up to an arched position, raising the hips and extending arms and legs.

Human Ball

Have the child sit on the floor, with his knees bent. The arms are placed through the legs, then wrapped around the ankles with the hands clasped in front of the ankles. Momentum is started by rocking from side to side. Rolling begins from the thigh to shoulder rolling, then to the back, to opposite side, and finally back to the original position. A circle should be made in two rolls.

It is important to begin rolling to the side first.

Human Knot

Child stands with arms crossed in front of him and holds wand, palms upward. Child raises wand over head, moves behind him over the shoulders, works down over the buttocks, steps over wand -- returning to the starting position.

Human Obstacle Course

One-half of the group decides if they want to be a bridge, tree, fallen log, or whatever exists in nature. They take the desired shape with their body and the rest of the group are to run the barriers as an obstacle course.

The other half then become the barriers and the first group traverses the new course.

Impulse Control Activity

Who can get up from the floor last?
How slow can you walk a line?
How slow can you bounce a ball?
How slow can you move to music?

Inch Worm

Child begins in a squatting position with arms shoulder width apart and hands on the floor. The feet remaining stationary, the child takes short steps with his hands until legs and back are straight. The arms remaining stationary now and the feet, taking small steps, walk up to the hands.

Indian Race

Children line up in a single line formation. The leader is at the end of the line. All children start off jogging. The leader taps the last child on the shoulder and this child must run to the front of the line. This continues until every child has had a chance to be in the front of the line.

Interval Running

No equipment is needed. A large playfield or gymnasium is needed. Children form a large circle with at least 3 feet between each child. The leader stands in the center of the circle and calls and executes a command. The children must do whatever the leader commands.

Commands are: run - hop - skip - freeze - jog - gallop - walk - jump. Commands are changed quickly.

Jump Rope Activities

Have the children explore various ways of jumping rope. Hopping on one foot; jumping with two feet; skipping; running; alone/with partner; one rope/two ropes.

Jump the Brook

Chalk is used to draw two lines representing a brook. The lines should be approximately 3 feet apart and gradually increase in distance to $4\frac{1}{2}$ feet, depending on the age and skill of the children. It is suggested that there be no more than 10 players for each brook. Players form a line and walk or run to the brook and jump over it at its narrowest point. If a child succeeds in jumping at the narrowest point of the brook, he proceeds to the next widest point. Those who fail should keep trying at the same point. Each child moves along the brook as he succeeds at each spot. The child jumping the greatest distance is the winner.

Kangaroo Hop

Take a squat position with the arms folded across the chest. Spring from the floor as high as possible and as far forward as possible. Land in the starting position. It helps to land on the balls of the feet, knees bending immediately.

Knee-Chest-Curl

Child begins lying in the supine position with the arms extended over the head and remaining in contact with the ground. The child slowly begins to sit up, rounding back, bringing knees to chest, and extending arms straight in front of the body. Feet should not be in contact with the ground when the stunt is done correctly.

Knee Dip

Child begins standing upright bending one leg at the knee. Have the child grasp ankle of the bent leg with either hand. The child then lowers his body to touch his knee to the floor, then returning to the original position.

Ladder Activities

Any flat ladder will do. The ladder should be placed flat on the floor.

1. Walk forward with one foot on each side of the ladder.
2. Walk forward on the right side of the ladder. The left.
3. Walk forward stepping in the spaces between the rungs. Walk backward.
4. Walk forward by stepping on each rung.
5. Walk backward by stepping on each rung.
6. Place the ladder against the wall with it braced at different degrees of steepness. Children climb up and down.

Leg Lift

Have the child lie on the floor on his side. His bottom arm should extend upward under his head. The top arm crosses over the body in front of his chest and his hand should rest on the floor. Keeping his body straight, he should lift both legs up from the floor. Hold this up position, then gradually return to original position. Repeat, beginning on the opposite side.

Lie-Sit-Stand

Children must follow the teacher's commands, to lie down, sit up, or stand up. Sequence should be changed each time and pace should progressively increase.

Lifting Activities

Have the children experience lifting objects (using one or two hands) of various sizes, shapes, and weights.

Listening Skills - Hearing Discrimination

Children imitate the actions. Begin with an even beat and progress to a syncopated rhythm.

Suggestions: one clap, one snap
three claps, three snaps
one clap, one snap
two claps, one snap
one clap, three snaps
three claps, one snap

Children are asked to close eyes and listen. The teacher claps her hands several times. Children are asked to clap their hands just as the teacher did. Different rhythms are clapped. Children may also imitate drum beats.

Suggestions: three slow claps
two slow claps
two fast, pause, two fast
two fast, pause, one clap

Log Roll

Children lie on their backs on the floor, arms are stretched up overhead and the legs are stretched straight below. The children roll over, first to the right, then to the left. Next they roll continuously in the same direction.

Low-High Water

Two children hold opposite ends of a long rope. The rope is held close to the ground and is gradually raised as the remaining children attempt to leap or jump over the rope.

Marching Activities

Have the children perform various marching drills with or without the use of music.

Drills should begin with very simple formations gradually progressing to more complex patterns.

Moveable Melvin

Using a life size doll or a paper cutout, the children are asked to copy the doll's movements as it is manipulated by the teacher.

Movement Exploration - Problems Involving Movement in Space

1. Try to run and cover as much space as you can without touching anyone else. Any form of locomotor movement may be used.
2. Find your own space on the floor where you won't touch anyone else. Reach out as wide as you can.
3. What is the smallest shape you can make? The largest?

Movement Exploration - Problems Involving Weight and Force

1. Show that you are very, very heavy. What is heavy? (giants, trucks, elephants, etc.)
2. Make your muscles feel strong. How would you lift? Pull? Push? Can you move strong and slow?
3. Can you fall slowly to the ground?
   Can you do it lightly without a sound?

Movement Exploration - Imitation of Movement

Imitating simple arm and leg movements enables the students to follow directions, to show control of body limbs, and to develop the ability to translate a visual pattern into a motor pattern.

Look at me and do as I do:

extend right arm,
extend right foot,
extend right arm and right foot,
extend left arm,
extend left foot,
extend left foot and left arm.

Movement Exploration - Shapes to Handle

Children are given various shapes of sponge rubber. They are encouraged to squeeze these shapes and then let them go. As they are released and spring into the air, the children may be challenged to try and catch them.

Geometric shapes cut from fiberboard into squares, triangles, circles, etc., may be handed the children and they are asked to identify the shape by feeling it with their hand behind their hand behind their back. These shapes may be touched to different body parts. The shapes may be placed on the ground in front of the child and he is asked to perform various locomotor patterns around the shape.

Movement Exploration - Shapes to Handle (cont.)

Some other shapes that may help to stimulate the responses made by the children include: cotton balls, yarn balls, clay, play dough, different sized blocks, different textures, plastic bottles filled with beans, sand, pebbles, etc., for sound discriminating devices.

Movement Exploration - Specific Media to Elicit a Response

1. Feathers, balloons, scarves, and crepe paper streamers may be used for children to handle, play with, or have them tied on their arms or legs. The purpose of such media is to get the child to make any kind of response and then attempt to build on this response to get the child to attend to a task.
2. Certain substances as water, sand, gravel, beans, or flour may be used to get children to manipulate and play in. Eventually small objects such as pebbles may be hid in such media to try and get the child to attend to a task.

Obstacle Course

Various obstacles are placed around the playing area. Each child must go through the course, climbing over objects, crawling under, performing stunts, etc. Performance time may be determined.

Each obstacle or stunt should emphasize physical development of a specific body part or parts.

Ostrich Walk

Bend at the hips, grasp ankles. Walk forward keeping the legs fully extended. Hold the head high.

One Leg Squat

Child begins standing upright, arms extended for balance, and one leg extended forward from the hip (knee is straight). Bend body as close to the ground as possible, then return to the original position. Repeat using the opposite leg.

Pigeons and Penguins

Children imitate walks of pigeons and penguins by walking with toes pointed inward and outward.

Positions for Balance

Children assume hand and knee positions on the floor.

1. Each child raises one hand in the air.
2. Each child raises one leg in the air. Alternate.
3. Raise right arm and right leg. Alternate.
4. Raise right arm and left leg. Alternate.
5. Raise left arm and right leg slowly.
6. Balance on tiptoes for the count of five.
7. Stand on one foot for the count of five.
8. Rise from a sitting position on the floor, keeping the arms folded on the chest.

Pulling Activities

Have the children experience pulling objects of various sizes, shapes, and weights.

Puppy Dog Run

Place hands on the floor in front of the body, slightly bend knees and arms, and imitate a dog running on all fours. The opposite foot and hand are forward at the same time.

Pushing Activities

Have children experience various pushing activities utilizing objects of different sizes, shapes, and weights.

Rocker

Child lies on his stomach, grasping toes, arching back, and then rocking rhythmically.

Rope Pull

A heavy rope is tied to a tree with its free end lying on the ground. The child lies on his back and attempts to pull himself along the rope to the tree.

Rope Snake

Have the children form a single line, one child directly behind each other. Each child holds onto a rope with one hand. (left/right)

Basic locomotor movements may be done this way or group may move through obstacle course in one unit.

Row, Row, Row Your Boat

Words: Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily,
Life is but a dream.

Action: Children sit in circle, legs straight, facing center, and holding stretch rope. They move their hands rhythmically from feet to chest, in unified rowing motion, throughout Lines 1 to 3. For Line 4, they lie on their backs.

Run High, Run Low

Alternate running high (knees raised, toes pointed) and running low (keeping the body as close to the ground as possible).

Running in Place

Children run in stationary places, lifting knees high. Length of running should progressively increase.

Seal Walk

Child begins in a prone position. Hands should be placed palms down at shoulder level, elbows should be bent. Toes should be pointed away from the body. Child then raises weight, supporting himself on hands and toes, and moves forward dragging legs. Body should remain straight and head should be held up.

Scooting

Have the child sit on the mat, legs out straight in front of him, hands should be placed behind him on the mat. Child then pushes with the hands, bending his knees and bringing them to his chest. Pushing off from his feet, he again straightens his legs to starting position. Have the child move forward and backward in this manner.

Shoulder Roll

From standing position with right foot forward, lean over (right hand leading) until the hands hit the mat. Raise the left foot backward. Bend the right arm (inward) until the right shoulder lands on the mat. Roll on the right shoulder across back to the left hip and on to the feet.

Show Me Your Feet

This is a simple exercise to get low-functioning children to increase abdominal strength. Children lie in a supine position with legs stretched out straight. On command, children LOOK AT THEIR FEET. The command may be structured to get the child to lift the feet where he can see his toes, or he may be told to lift his head and look at his feet.

Sideward Roll

Take a position on the hands and knees. Bend the arm on the side to which the roll is made and at the same time twist head in the opposite direction. Raise opposite knee and roll sideward onto the back. Continue roll up to hands and knees. Keep the knees bent.

Simon Says

The children are arranged in a circle formation with a distance of approximately 2 yards between each child and his nearest neighbor. One of the children who has been selected as the leader moves to the center of the circle. The leader gives commands and executes the particular skill called for. Some of his commands are prefaced by the words "Simon Says" and some are not. The children respond only to those commands prefaced by the words "Simon Says". Any player who responds to a command not preceded by the words "Simon Says" is eliminated. Those not responding when the command is appropriately preceded are eliminated. Those failing to perform a skill properly are eliminated. If the leader calls for a skill which he is unable to execute, he is eliminated and the teacher selects a new leader.

Skin the Snake

Five children form a line, behind one another, with legs in a wide stride position. With the right hand, each child reaches backward between his legs and using the left hand, joins hands with the person in front of him. The last child in the line lies down on his back, still holding hands with the child in front of him. Walking backward in the wide stride position, keeping the hands clasped, each child lies down when he reaches the rear of the line. The last child to lie down immediately stands up and walks forward. Play continues until the children resume original position.

Skin the Cat

Have the child grasp the bar with his palms facing toward his body. Lift the knees between the arms to the chest. Lower the head backward and swing the legs through the arms, turning over and touching the ground with the toes.

Child may release and stand up or turn back to the original position before releasing.

Skipping Activities

Have the children explore various ways of skipping:

fast/slow
forward/backward
straight line/curved line
lightly/heavily
alone/with partner
smooth surface/rough surface.

Sliding Activities

Have the children explore various ways of sliding:

fast/slow
left/right
straight line/curved line
smooth surface/rough surface
alone/with partner.

Snake Crawl

The child takes a prone position and moves forward in any manner, pulling and pushing with the arms and toes, wiggling, or a combination of these.

Stand on Partner

Number 1 gets down on hands and knees. Hands are placed on the mat under the shoulders with the arms straight and the knees under the hips. Number 2 stands on Number 1's lower back, by placing the feet diagonally over Number 1's hips. Number 2 stands erect with the arms stretched sideways.

Stick Horse Show

Children make horses from broomsticks, with sacks or bags for heads, and decorate them. (Prize may be awarded for the "best in the show.")

Children straddle horses and move in large circle around "ring-master", who instructs them to walk, run, jump, etc. (Prizes may be awarded for best in each category.)

Stick Wrestle

Two children sit facing each other with toes braced against opponent's toes. Each child grasps a stick placed between them. Upon a signal they attempt to pull opponent up to a standing position.

Swimming Stroke Exercises

Children begin standing upright with feet shoulder distance apart. Bending forward slightly from the waist they then go through the movements (using their arms with feet stationary) of swimming strokes. Examples: front crawl, back crawl, side stroke.

Tire and Hoop Activities

Using locomotor movements (running, hopping, jumping, walking, etc.) the child proceeds along the path of the tires or hoops. In traveling, the child must place the specific foot in the proper circle.

Tire Twirl

The child bends forward, places a bicycle tire over his head, and twirls it about his neck. He may gradually attempt to stand straight while twirling the tire.

Variations: tire may be twirled about arm, foot, or waist.

Tire Walk

Old automobile tires are placed on the ground in various formations and levels. Children must walk on top of the tires without losing their balance, or walk stepping in the tires to develop agility.

Tortoise and Hare

A leader faces a group of children. When the leader calls "Tortoise", the children run slowly in place; when the leader calls "Hare", the children run quickly in place.

Toss and Catch

Child tosses bean bag and balls of various sizes to self, first with two hands, then with one hand. The child then tosses with partner.

Toss Board

Child tosses bean bags at inclined board in front of a box with a hole in it, attempting to toss the bean bags through the hole.

Variation: Geometric figures (circle, square, triangle, etc.) may be cut from the board or box. The child may be instructed to "throw the bean bag through the triangle," etc.

Track Events

Various track events may be taught to the children. They may then compete against themselves, attempting to improve their scores, or against others.

Events (sample):

1. 50-yard walk
2. 25-yard dash
3. 50-yard dash
4. 100-yard run
5. 50-yard hurdles (Hurdles may be devised by placing pole across seats of two chairs. Hurdles are placed 10 yards apart, with the first hurdle 10 yards from the starting line and the last hurdle 10 yards from the finish line.)
6. Hop, step, and jump (performed in sequence)

Track Events (cont.)

7. Standing broad jump (Take-off and landing on two feet. Distance is measured from point of take-off to point of landing nearest to the take-off point.)
8. Running broad jump (Take-off from one foot, landing on both feet. Distance is measured as in the standing broad jump.)
9. High jump (Standard or pole is gradually raised until the child is unable to jump over the bar without knocking it down. Three trials are permitted at each height.)

Trunk Bending

Child begins standing upright. Feet are shoulder width apart and hands are clasped behind the head. Keeping the legs straight and heels on the ground, the child bends forward from the waist as far as he can, then slowly returns to original position.

Trunk Raising

Child begins in prone position with hands clasped behind the head. Keeping the legs on the floor, he raises the head and chest upward from the floor.

Turk Stand

Child stands with arms and legs crossed. Remaining in this position, he sits down and then returns to the original position.

V-Seat

The child assumes a supine position with his arms extended beyond his head. He simultaneously lifts his legs and his trunk as he swings his arms upward and forward to grasp his ankles. He may also try to maintain balance while in the V-Seat.

Walking Activities

Have the children explore possible ways of walking:

slow/fast
forward/backward
toes in/toes out
lightly/heavily
straight line/curved line
smooth surface/rough surface
alone/with partner(s)
on toes/on heels.

Wall Push

Child stands and faces a wall at slightly more than arm's length. He leans toward the wall, places his hands against it, and pushes. He may attempt to perform push-ups from this position.

Wheelbarrow

Have one child get down on all fours. Partner takes hold of his ankles and raises the child's feet and legs off the ground. Children move forward, the first child walking on his hands and partner supporting his legs. The child walking on his hands should try to keep his body straight. Children should attempt moving forward and backward.

Wring the Dishrag

Partners join hands and face each other. They raise one pair of joined arms, turn under raised arms to a back to back position. Then raising the other pair of joined arms, they turn under to face partner in the original position.

A-Hunting We Will Go

Two parallel lines facing each other with girls on one side and boys on the other. Head couples join inside hands and skip down between lines to the foot of the set. Head couple turn around, change hands and skip back to head of set. All other players clap hands while head couple is skipping down and back. Head couple skips around the left side of set followed by other couples. When the head couple reach the foot of the line they form an arch under which all other couples pass through. Head couple remains while the second couple becomes the new head couple.

OH, A-HUNTING WE WILL GO, A-HUNTING WE WILL GO
WE'LL CATCH A FOX AND PUT HIM IN A BOX
AND THEN WE'LL LET HIM GO
CHORUS: TRALA, IA LA, LA LA

Animal Rhythm

Children should stand with knees bent and with arms held with elbows bent in front of chest like the short front legs of the kangaroo. The first beat of each measure of music is quite heavy. Each time this beat occurs children should land after having jumped. The jump should come on the light beat of the music.

Animal Rhythms

Children should move in response to the beat of the music. The beat may be accomplished by special records designed for the purpose of suggesting animal rhythms or may be the beat of a tom-tom or drum.

Body Sounds

1. Slap thighs
2. Clap hands
3. Snap fingers
4. Beat chest
5. Make clicking sounds with tongue
6. Stamp feet

Bow Belinda

Formation: Sets of 3 couples with partners facing, boys on the right of the caller.

Action:

1. Head boy and foot girl take four shuffling steps to the center and bow (for each action this sequence is followed). Head girl and foot boy repeat.
2. Right hands around
3. Left hands around
4. Both hands around
5. Do-si-do and around
6. Head couple sashays down and back and leads off their separate lines; when they get to the end of the line they form an arch and the other couples pass under. This makes for a new head couple.

Bus Song

Children mimic actions described by the verses of the song.

Verses:

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All over town.
--The wipers on the bus go swish, swish, swish...
--The horn on the bus goes toot, toot, toot...
--The driver on the bus goes "move on back"...
--The windows on the bus go up and down...

Circassian Circle

Formation: Single circle of couples with all facing center, girl is on the boy's right.

Action: All join hands and walk four steps toward center of circle, then four steps backward. Girls walk four steps toward the center, clapping on the fourth step, and four steps backward to place. Boys walk four steps to center, then turn left and walk forward three steps to girl who was originally on his left. Boys take four skips with new partner, and four walking steps (promenade) around circle, with girls on the outside. Repeat dance with new partners.

Musical accompaniment: FOLKRAFT 1247

Crazy Rhythm

Children stand in circle, facing center, with one child in center who is "It." "It" covers his eyes, while one child in circle is silently appointed leader. The leader initiates a movement which the children and the circle imitate, and "It" uncovers his eyes. The leader frequently initiates a new movement. "It" attempts to discover which child in the circle is the leader.

Creative Dance

There are many opportunities for the teacher to help children express their own rhythm. The child's movements may follow or interpret the beat of the music. Some specific responses may be:

1. Responding to the rhythmic pattern of words as "My name is Dot."
2. Responding to a drumbeat or handclap.
3. Responding to simple forms in music.
4. Responding to accent.
5. Responding to phrasing.

Dances may be made up from games, stories, imitations in nature, current events (as launching a spaceship), from music, poems, or from fantasy.

Creative Dance

Teacher may handle this as she wants. Suggestions include having the children begin by standing or sitting in a circle. A part of each period should be spent in discovering movement possibilities of the fingers, hands, feet, legs, arms, elbows, head, eyes, nose, mouth, tongue, and voice, by letting each child show how he can move a certain body part and letting the other children try that movement. Gradually work up to total creative body movement.

Dance Steps - Heel and Toe

Children should try different ways of using their heels and their toes to create dance steps. Point the heel in front, the toe in back, then run three steps.

Dance Steps - Step and Point

Children should experiment with various combinations of walking steps and toe points. These movements may be done individually or with partners.

Dance Steps - Step Slide or Draw Step

A step to the side is taken, the free foot is then drawn up close to the supporting foot, and the weight is usually shifted. The sideward step may be exaggerated by a body lean in the direction of the step.

Dance Steps - Step Swing

A step is taken on the left foot and the right foot is swung across in front of the left; a step is taken on the right foot and the left foot is swung across in front of the right leg. Toe of swing foot is pointed in the direction of the diagonal swing.

Dance Steps - Two Step

Step with one foot, bring the other foot up to this foot, then step again with the first foot. It helps to say "step, close, step."

Dance Steps - Schottische

This step consists of three tilting walks and a hop. Walk, walk, walk, hop. This pattern becomes run, run, run, hop. The free foot is usually swung in front of the body. Starting on the right foot the pattern becomes right, left, right, hop, swinging the left foot forward, then left, right, left, hop, swinging the right foot forward.

Dance Steps - Waltz

The step pattern is walk, walk, walk with the accent on the first step so that the call "waltz, two, three" is followed. Move forward and diagonally to the left, with the left foot leading on the first three steps, then diagonally to the right, with right foot leading. Respond to the accent with slight knee bend on leading step.

Dr. Knickerbocker

Words: (actions in parentheses)

Dr. Knickerbocker, number one.	
He got stung by a bumble bee-bum.	
Now let's get the rhythm of the hands.	(Clap, clap)
Now we've got the rhythm of the hands.	(Clap, clap)
Now let's get the rhythm of the feet.	(Stamp, stamp)
Now we've got the rhythm of the feet.	(Stamp, stamp)
Now let's get the rhythm of the hips.	(Shake, shake)
Now we've got the rhythm of the hips.	(Shake, shake)
Now let's get the rhythm of the eyes.	(Forward diving motion with arms and body)

Formation: Children stand in circle, facing center.

Dr. Knickerbocker (cont.)

Action: Children clap own hands at chest level; turn palms of hands away from each other and simultaneously clap right hand with neighbor on right and left hand with neighbor on left. This two-beat action is repeated throughout the song. The actions in parentheses are interpolated at the ends of the lines, where indicated.

Emperor Napoleon

Words:

The Emperor Napoleon, he had 10,000 men.
He marched them up a stony hill.
He marched them down again.
And when they were up, they were up.
And when they were down, they were down.
And when they were only halfway up,
They were neither up nor down.

Action: On "up," children stretch with arms overhead. On "down," they squat with hands on the ground.

Fundamental Rhythm

Use either drum, hand clap, or 4/4 time record for basic even movement patterns.

Walk - Vary by using different direction, level, range, and tempo.
Run - Combinations may be made as walk, walk, run, run, run, etc.
Jump - Basic uneven patterns include slide, gallop, skip.
Hop
Leap

Head, Shoulders, Knees, Toes

Tune: Tavern in the Town

Touch appropriate body parts while you sing.

Head, shoulders, knees and toes
Knees and toes.
Head, shoulders, knees and toes
Knees and toes.
And eyes and ears and mouth and nose
Head, shoulders, knees and toes
Knees and toes.

Each time cut off one word at the beginning of each part but continue the action:

(Hum) Shoulders, knees and toes
Knees and toes.

Next time:

(Hum) (Hum) Knees and toes
Knees and toes.

And so on.

If You're Happy and You Know It
Words: (actions in parentheses)

If you're happy and you know it,
clap your hands. (clap, clap)
If you're happy and you know it,
clap your hands. (clap, clap)
If you're happy and you know it,
Then your life will surely show it.
If you're happy and you know it,
clap your hands. (clap, clap)

If you're happy and you know it,
stamp your feet.... (stamp, stamp)
If you're happy and you know it,
turn around....

Additional verses may be added.

I'm a Little Teapot
Words: (actions depict words)

I'm a little teapot, short and stout
Here is my handle, here is my spout.
When I get all steamed up, then I shout
Tip me over and pour me out.

I'm Very Very Tall

Children chant rhyme making appropriate movements to fit the words.

Words:

I'm very very tall, I'm very very small.
Sometimes tall and sometimes small.
Repeat

Alternate verses: Fat/skinny, High/low.

Jump Jim Jo
Record: FOLKRAFT 1180
Face partner with both hands joined.

Jump Jump You Jump Jim Jo.
(Action is indicated as two slow jumps and three quick)
You take a little whirl and away you go.
(Turn in place with your partner)
You slide slide and step just so.
(Take two slides to the right and stamp three times)
You meet another partner and You Jump Jim Jo.
(Jump with new partner)

Little Green Box
In this hand I have a little green box
(cup left wrist and put two fingers of right hand in)
To put all the boys in
I'll take them out (remove fingers) and (spank thigh three times)
And put them back again. (return them)
REPEAT
In this hand I have a little green box
To put all the girls in
I'll take them out and (kiss fingers three times)
And put them back again.

Lummi Sticks

Each child has two sticks, about a foot each in length and colorfully painted (pieces of broomstick). Child places one stick in each hand, grasping near the bottom. He sits in a cross-legged position, facing a partner who is at a distance of approximately an arm's length. Partners simultaneously perform four-beat tapping sequences with sticks. Examples:

1. Partners simultaneously tap bottoms of own sticks on ground; tap upper ends of right sticks together; tap sticks on ground; tap left sticks together.
   Repeat.
2. Partners simultaneously tap upper ends of own sticks together; tap upper end of one partner's right stick to upper end of other partner's left stick; tap own sticks together; tap left stick to right stick.
   Repeat.

Marching

Basic locomotor rhythm done to hand clap, drum beat, or record. Start the accompaniment and let children respond by marching anywhere in the space that they wish. Line children up one behind the other in short lines and let them follow the leader. Let each player take a turn at being the leader. For those children unable to stand in line, it is possible for them to hold on to the straps or pants pockets of the one in front of them, so as to keep in line. Children may also hold on to a rope for purposes of keeping them together.

Mulberry Bush
Verses: (actions are in parentheses)
Here we go round the mulberry bush,
the mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
so early in the morning.
(Children join hands and walk or skip in circle.)
This is the way we wash our clothes....
This is the way we iron our clothes....
This is the way we sweep the floor....
(Children mimic actions described in the verses.)
Additional verses may be added.

Oats, Peas, Beans

Words: Verse 1

Oats, peas, beans and barley grow,
Oats, peas, beans and barley grow,
Can you and I or anyone know
How oats, peas, beans and barley grow?

Verse 2

Thus the farmer sows his seed,
Thus he stands and takes his ease,
He stamps his foot and claps his hands,
And turns around to view the land.

Verse 3

Waiting for a partner,
Waiting for a partner,
Open the ring and choose one in,
While we all gaily dance and sing.

Verse 4

Now you're married, you must obey,
You must be true to all you say,
You must be kind, you must be good,
And keep your wife in kindling wood.

Formation: Single circle with hands joined; one child in the center represents the farmer.

Dance: Verse 1

Farmer stands as the children in the circle move to the right with walking steps.

Verse 2

Children in circle stop and face farmer as he pantomines according to the words.

Verse 3

Children in circle skip counterclockwise as the farmer skips around inside the circle and chooses a partner.

Verse 4

Children in circle face center and drop hands as they sing the words. Farmer and his partner link right arms and swing.

Oh, Johnny

Words:

All join hands and circle the ring.
Stop where you are and give your honey a swing.
Swing that little girl behind you.
You swing your own.
Allemande left with the corner gal.
Do-si-do your own.
Now you all promenade with your sweet corner maid.
Singing, "Oh, Johnny, Oh, Johnny, Oh."

Formation: Single circle with girl on boy's right. All join hands.

Dance: Line 1

All couples move to the right in walking steps.

Line 2

In closed dance position, swing partners.

Line 3

Boy swings girl on his left.

Oh, Johnny (cont.)

Line 4

Boy swings girl on his right.

Line 5

Turn to corners, give left hand to corner girl, walk around her and return to partner. Fold arms and pass right shoulder to right shoulder around partner and back to the corner girl, who becomes new partner.

Line 6

Everyone Promenade.

Line 7

Repeat dance.

Oh My Darling

Tune: Clementine

"Oh my darling, oh my darling, oh my darling touch your head (both hands)," then touch other parts of the body (do the same things with the eyes closed).

Oh Susanna

Words: Verse 1

I came from Alabama with my banjo on my knee.
I'm going to Louisiana, my true love for to see.
It rained all night the day I left,
The weather, it was dry.
The sun so hot I froze to death,
Susanna, don't you cry.

Chorus

Oh, Susanna, oh, don't you cry for me.
I've come from Alabama with my banjo on my knee.

Verse 2

I had a dream the other night when everything was still.
I thought I saw Susanna a-comin' down the hill.
The buckwheat cake was in her mouth,
The tear was in her eye.
Say I, I'm coming from the South,
Susanna, don't you cry.

Repeat Chorus

Formation: Single circle, facing center; girls on right of partners.

Dance: Line 1

Girls walk three steps toward center of circle and nod; walk backwards three steps and nod.

Line 2

Boys do same.

Lines 3-6

Face partners and do grand right and left.

Chorus

Boy takes the seventh girl (his partner was the first), turns her around, ending with her on his right, then promenades counter-clockwise.

One Finger, One Thumb

Words:

One finger, one thumb, one arm, keep growing.
Repeat
Repeat

Verses: Add body parts - one leg, one head, etc.
Example - One finger, one thumb, one arm, one leg, one head, keep growing.

Action: Line 1
Children raise right index finger, right thumb, right arm, and then stretch overhead.
Line 2
Repeat action of Line 1 with left finger, etc.
Line 3
Repeat above with both hands and arms.
Additional verses
Simply add raising of additional body parts.

Patty Cake Polka

The dancers form a double circle, partners facing with both hands joined. Boys form the inner circle, girls the outer circle.

Part 1 - Boys place left heel diagonally to the side and return left toe beside instep of right foot. Girls do same action starting on right foot. Repeat (measures 1-2). Partners take four slides to boys' left, moving counterclockwise (measures 3-4). Repeat action of measures 1-4, with boys starting right, girls starting left (measures 5-8).

Part 2 - Release hands.
Clap right hand with partner three times (measure 9).
Clap left hand with partner three times (measure 10).
Clap both hands with partner three times (measure 11).
Slap own thighs three times (measure 12).
Hook right elbow with partner, turn once around in four walking steps (measures 13-14).
With four walking steps, move left to new partner (measures 15-16).

Pease Porridge Hot

Words:

Pease porridge hot, pease porridge cold,
Pease porridge in the pot, nine days old.
Some like it hot, some like it cold,
Some like it in the pot, nine days old.

Formation: Each child faces a partner.

Action: Line 1
Clap own thighs with both hands, clap own hands, clap partner's right hand;
clap own thighs with both hands, clap own hands, clap partner's left hand.
Line 2
Clap own thighs, clap own hands, clap partner's right hand, clap own hands, clap partner's left hand, clap own hands, clap both of partner's hands.
Lines 3 and 4
Repeat actions of Lines 1 and 2

Put Your Finger in the Air

This is a very active fun song with the children and the leader performing the motions indicated.

Put your finger in the air, in the air;
Put your finger in the air, in the air.
Put your finger in the air, put your finger in the air,
Put you finger in the air, in the air.
Put your finger on your head, on your head,
Put your finger on your head, on your head,
Put your finger on your head, tell me is it green or red?
Put your finger on your head, on your head.
On your nose...And feel how the cold wind blows.
On your shoe...And leave it a day or two.
On your finger...And your finger on your finger.
On your chin...That's where the food slips in.
On your cheek...And leave it about a week.
On your knee...All together, one, two, three.
On your wrist...Give it a little twist.
On your shoulder...Leave it there till you get older.
On your hip...Just your tiny fingertip.
On your neck...Now let's all double check.
On your tummy...Oh, my, you look so funny!
On your ear...Now aren't you a dear!
On your back...I can see you on the track.

Rig-a-Jig-Jig

As I was walking down the street, down the street, down the street,
A friend of mine I chanced to meet, hi-ho, hi-ho, hi-ho!
Rig-a-jig-jig and a-way we go, away we go, a-way we go!
Rig-a-jig-jig and a-way we go, hi-ho, hi-ho, hi-ho!

1. Children are seated or standing in a circle. One child walks around the outside of the circle as the group sings the first part of the song. The child chooses a partner to skip (or run lightly) with him during the "rig-a-jig-jig". The child chosen then walks alone, and the game proceeds as before. Substitute the name of the child in the song -- "As David was walking down the street".
2. The children in the circle may "walk" their hands on their knees as they sing. Make hands "skip" or "gallop" on the chorus.
3. Each child may decide to go down the street a different way such as hopping, sliding, running, etc. Always skip on the chorus. Vary the tempo.
4. Using rhythm sticks, tap on the floor with alternate hands during the walking part. Bring the sticks up quickly and tap them in the melody rhythm during the chorus.
5. Use sticks or woodblocks on the verse, tambourine or bells on the chorus.

Round and Round the Village
Words: Verse 1
Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before.
Verse 2
Go in and out the windows, etc.
Verse 3
Now go and choose a partner, etc.
Verse 4
Now follow him to London, etc.
Formation: Single circle, facing center; one child is "it."
Dance: Verse 1
Children in circle join hands and hold them high as "it" skips around the outside.
Verse 2
"It" skips in and out under the raised arms.
Verse 3
"It" skips around inside the circle; stops and bows in front of partner.
Verse 4
"It" skips around outside of circle followed by the new partner.
Repeat with both children being "it."

Shoemaker's Dance
Record: FOLKRAFT 1187
Children stand in circle facing in.
Wind, wind, wind the bobbin. (Roll hands forward.)
Wind, wind, wind the bobbin. (Roll hands backward.)
Snip, snap, tap, tap, tap. (Use cutting and hammering actions.)
Repeat
Heel and toe and away we go.
Heel and toe and away we go. (Place heel forward, toe back, and then take three running steps forward. Repeat and take three running steps back.)

Six Little Ducks
Words: Verse 1
Six little ducks that I once knew,
Fat ones, skinny ones, there were two.
But the one little duck with the feathers on his back,
He ruled the others with his quack, quack, quack.
Verse 2
Down to the river, they would go.
Wiggle wobble, wiggle wobble, to and fro.
But the one little duck with the feathers on his back,
He ruled the others with his quack, quack, quack.
Action: Children mimic actions described in song -- indicate numbers with fingers; size of ducks, feathers, quacking, ruling (crown), etc., with hands.

Stationary Dancing
Record: "My Love" by Petula Clark

Children may stand in any formation.
The following exercises are executed to music:

1. Bounce on toes
2. Butterfly stroke with arms
3. Arm circles
4. Hand circles
5. Head nods
6. Hands to toes touching
7. Backward stroke with arms
8. A combination of any two of the above
9. A combination of any three of #1 through #7
10. Move a part of the body that has not already been moved without feet leaving the ground.

Statues

Some type of music is required for this game. There is no limit to the number that may participate. The children are to mimic something--an elephant, a merry-go-round, etc. When the music stops, each child stops instantly and holds the position as a statue. The teacher brings the attention of the rest of the class to the "funniest" statue.

The Farmer Plants the Seed
Tune: The Farmer in the Dell

One child is chosen to be the Farmer, one the Sun, and one the Rain. The other children are in a circle facing in.

The farmer plants the seed.
The farmer plants the seed.
Heigh-O-the-derry O.
The farmer plants the seed. (Farmer touches each child on the head and they sink down.)

The rain begins to fall.
The rain begins to fall.
Heigh-O-the-derry O.
The rain begins to fall. (The child who is the rain moves around the circle raining on all the children.)

The sun begins to shine.
The sun begins to shine.
Heigh-O-the-derry O.
The sun begins to shine. (The child who is the sun moves about shining on all the children.)

The seeds begin to grow.
The seeds begin to grow.
Heigh-O-the-derry O.
The seeds begin to grow. (The children wiggle up from the ground stretching their bodies tall.)

The farmer cuts the grain.
The farmer cuts the grain.
Heigh-O-the-derry O.
The farmer cuts the grain. (The farmer makes a cutting action at each child's knees and all the grain topples to the ground.)

The Farmer Plants the Seed (cont.)

The farmer shocks the grain.
The farmer shocks the grain.
Heigh-O-the-derry O.
The farmer shocks the grain. (All stand and dance around the circle singing: "Everybody's Happy Now," using same tune as above.)

The Muffin Man

Single circle facing center with one child (the muffin man) in the center of the circle. Children join hands and circle to the left using a walk or a slow skip step:

Oh, have you seen the muffin man,
The muffin man, the muffin man,
Oh, have you seen the muffin man
Who lives in Drury Lane?

Children in circle stand facing center and clap hands while singing. The child in center chooses a partner from circle and brings him or her back to center. This child becomes the new "muffin man" while the "old" partner returns to the circle.

Oh yes, we've seen the muffin man,
The muffin man, the muffin man,
Oh yes, we've seen the muffin man,
Who lives in Drury Lane.

The Rabbit

Words:

A rabbit is a little hare, his ears go flippety-flop.
And when he's going anywhere, he goes by hippety-hop.
To imitate a little hare, you have to squippety-squat.
And when you hop into the air, let's see you hippety-hop.

Formation: Single circle, facing clockwise.
Action: Each child acts out the words of the song in his own way.

Thumpkin

Words:

Where is Thumpkin, where is Thumpkin?
Here I am, here I am.
How are you today, sir?
Very well, I thank you.
Run away, run away.

Additional verses: Where is pointer, tall man, ring man, baby, the whole family?

Action: Line 1
Children have both fists behind backs.
Line 2
Bring one fist forward with thumb extended and pointing upward; then, other fist.
Line 3
First thumb waggles toward other thumb, as if speaking to it.

Thumpkin (cont.)

Line 4

Repeat action of Line 3 with other thumb.

Line 5

Place one fist behind back; then, other fist.

Repeat action sequence for each of the other fingers, in order, and for entire hand.

Tinikling

Two long bamboo poles are placed on the ground in a parallel position and approximately a body-width apart. One child sits in a cross-legged position at one end of the poles and grasps the ends; a second child does the same at the other end of the poles. These children simultaneously tap the poles twice on the ground and once together. They continue this three-beat rhythmic action throughout. A third child performs various stepping, hopping, and jumping patterns, moving between the poles when they are struck on the ground and outside the poles when they are struck together.

Steps:

1. Child steps between poles with left foot, raising right foot; steps onto right foot, raising left; steps outside poles with left foot, raising right. Repeat, initiating sequence with right foot.
2. Child jumps twice between poles with feet together; child jumps outside poles, spreading feet and straddling poles.

For these steps, the performing child faces one of the pole-handlers.

Traffic Cop

Child playing traffic cop has on white gloves. He directs two other children or two small groups having them move forward, backward, sideward, down, up, etc., and stop according to his hand directions. The right hand is to direct the action of one group. The left hand is to direct the other group. Until the children can handle the directing, the teacher should act as the traffic cop. Various musical selections may be used.

Turn the Glasses Over

Words:

I've been to London, I've been to Dover,
I've traveled this wide world all over.
Drink all the lemonade, and turn the glasses over.
Sailing east, sailing west, sailing over the ocean,
You better watch out when the boat begins to rock,
Or you'll lose your girl in the ocean.

Formation: Double circle; partners facing counterclockwise; girls on the outside.

Dance: Lines 1 and 2

Promenade with hands in skating position.

Line 3

Partners raise arms, hands joined, and turn under arms twice.

Lines 4 and 5

Grand right and left.

Line 6

Take skating position with new partner.

Virginia Reel

Formation: Six couples in file formation with partners facing each other. Boys are on the caller's right.

Action: Players take three skips forward and curtsy or bow, then skip back. Partners hook right elbows, turn once around, then back. Partners join left hands, turn once around, then back. Partners join both hands and turn clockwise and back. All partners do a do-si-do. Head couple join hands and slide down center of set and back. All face the caller with the boys' line skipping left and girls' line skipping right, ending at the foot of the set. The head couple meets at the foot of the set, joins hands and raises them to form an arch. The second couple leads the other couples through the arch and moves to the head of the line to become the new head couple. Repeat dance with each new head couple. (This instruction does not include the reel which is the difficult part of this dance. See a folk dance book if you choose to include the reel.)

APPENDIX A

TEACHING SUGGESTIONS

Guidelines for Instructor

1. Plan period carefully.
2. Select activity suited to children's ability.
3. Know game or activity thoroughly.
4. Be sure of rules -- do not change in middle of game.
5. Assemble all materials.
6. Be sure of adequate space.
7. Present new ideas at beginning of day when child is most alert.
8. Start without delay.
9. Announce name of game or activity.
10. Visual aids may help, but are not as good as a demonstration.
11. Demonstrate the activity, do not just explain it; keep verbal directions simple.
12. Teacher should participate as a model and motivation for pupils.
13. Teacher should demonstrate enthusiasm in leading and participating.
14. Begin with an activity that is vigorous; the last activity should be quiet.
15. Play games all can play; encourage all to play without pressure.
16. Select as many activities as possible where all are active, not waiting in line.
17. In multiple skill games, make each skill development practice period a game.
18. Adjust the activity to length of attention span; stop a skill practice while successful -- before fatigue and frustration.
19. Include rhythm activity each day.
20. Insist on fair play and courtesy.
21. Do not require the children to remember too many rules or sequences.
22. Help the slow child.
23. Insist that all equipment be put away.

24. Proceed from gross to fine motor coordinations; easy to difficult motor movements.

25. Give frequent reinforcement: praise, recognition.

26. Select specific activities for prescriptive development of inadequate functioning.

27. Provide for student leadership at times.

28. Be firm, but fair.

APPENDIX B

HOME-MADE EQUIPMENT AND SUPPLIES

Bean Bags*

Bags 6 inches by 6 inches or 4 inches by 6 inches may be made from pillow ticking and filled with small pebbles or shredded rubber cut from old inner tubes.

Medicine Ball*

Use an old leather basketball cover with bladder removed. Fill with cotton, rags, or mattress filling until ball will retain its shape. Sew or lace the opening used for filling.

Table Tennis*

Plywood 5/8 inch by 5 feet by 9 feet makes an excellent top for table tennis. Sawhorses placed at the center and at each end serve as most durable supports.

Paddle*

Plywood 3/8 inch thick which is cut with a band or jig saw to approximately 7 inches in width and 8 inches in length with rounded corners and with a 5 inch handle will make a good all-around paddle for use in badminton, paddle tennis, tether ball, and similar type games. Handle should be build up with 1/4 inch rounded pieces tacked or glued to each side of the plywood.

Shuttlecocks*

Small sponge rubber ball (1-1/2 - 1-3/4 inches) in the center of a small square of silk or similar cloth. Fasten with rubber band so four corners trail behind when in flight.

Shuffleboard*

Cues can be made from broomsticks and wooden coat hangers. Discs can be cut out of scrap wood.

Rope Rings*

(For Quoits, Tenniquoit, Deck Tennis) A 1 inch rope braided together so that it forms a circle 6-1/2 inches in diameter will make a durable ring for several ring-type games. A piece of garden hose firmly taped together may also be used.

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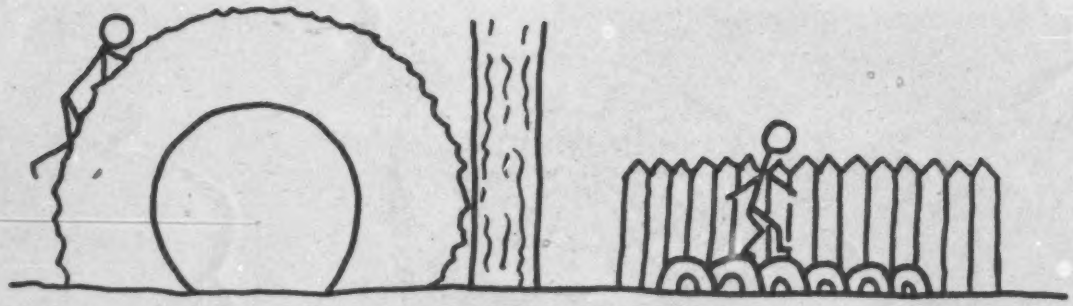
* Commonwealth of Virginia. State Board of Education. Physical Education Grades One Through Seven. Volume XXXV, No. 9, May 1953, pp. 348-49

Tetherball Poles

Tetherball poles can be improvised from already existing vertical pipes, poles, or supports of any kind which are free from obstructions. The tetherball itself must be purchased.

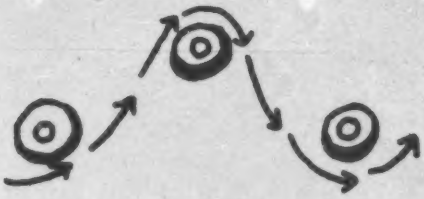
Tires

Automobile, truck, and tractor tires can be utilized in numerous situations. The use of discarded tires is limited only by the imagination of the teacher. Tires partially embedded in concrete can be climbed on or stepped across depending on their size and the manner in which they have been arranged. (Refer to drawings that follow.)



Tires may be placed on the ground and stepped into or around.

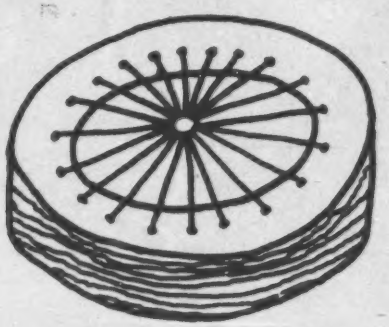
OR



Tires may be mounted on upright wooden supports for vaulting, or may be suspended from ropes for swinging.

OR

A springboard or mini-tramp can be improvised through the use of a tire from which beads have been removed, an inner tube, and a length of nonstretch, durable rope. The inner tube is placed inside the unbeaded tire; the rope is laced through the appropriately placed tire perforations (on both sides of the tire); then, the tube is inflated.



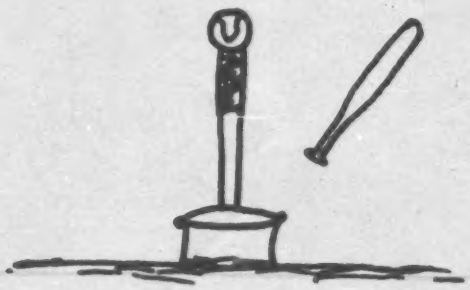
These ideas provide only a few examples of how discarded tires may be utilized. Through experimentation, the teacher will, no doubt, discover many more tire activities and innovations.

Snow Fence Section

A section of snow fence, connected so that an oval or oblong circle is formed, can be utilized as a means of motivating children to creep and crawl. This innovation is sometimes referred to as a caterpillar.

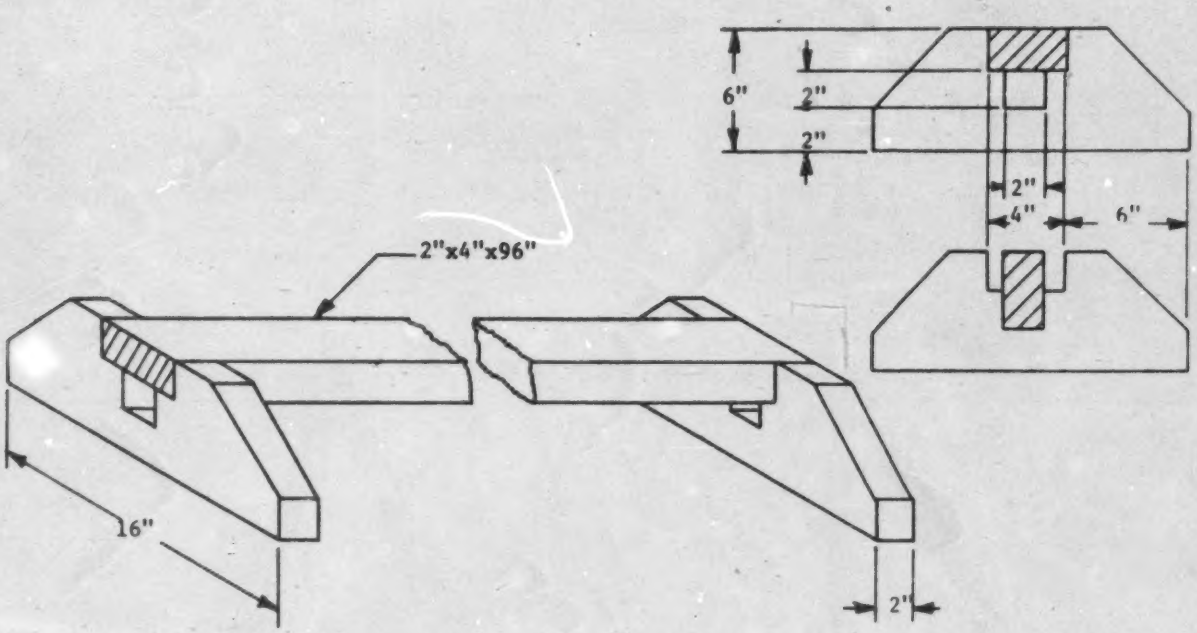
Batting Tees

Batting tees can be fashioned from a section of pipe, any sufficiently heavy base material, and a length of radiator or similar type hose. Bats and balls of various types, sizes, and weights should be utilized as indicated by the needs of the children in question.



Balance Beams

Balance beams of various types can be improvised from relatively inexpensive pine or plywood. Balance beams of various heights and widths can be utilized to meet the capabilities and needs of each child. The balance beam illustrated permits the use of two widths which can be selected by rotating the beam and appropriately placing it either on top of the base or in the appropriate base notch.



Weighted Stuffed Toys

These stuffed toys (i.e., teddy bears, dogs, cats) can be used in conditioning programs. The toys are weighted by removing some of the stuffing and replacing it with a certain amount of lead weight. The children perform exercises utilizing the toys as weights. The toys can be refilled so that all teddy bears weigh three pounds, all cats weigh five pounds, all dogs weigh ten pounds, etc.

Short Logs

Short logs can be used in conditioning programs. The typical short log might measure eight inches in diameter and twelve inches in height. The children can manipulate the log through a variety of exercises. When the teacher is talking, the child may place the log on end and sit on it while listening to the teacher. Logs can be color coded so that various weights are readily identifiable. Logs can also be utilized as obstacles.

Wands

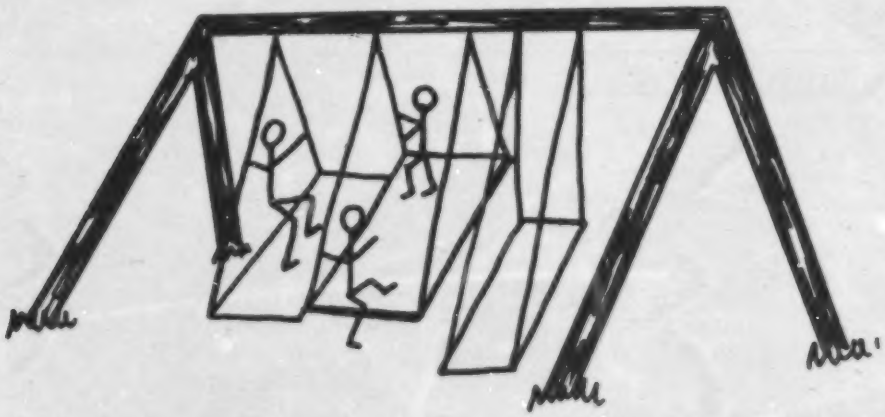
Wands provide a variety of experiences in movement exploration, acrobatics, and self-testing activities. Wands may vary in size, but to be appropriate, should be approximately one inch in width and three to four feet in length.

Vaulting Box

A vaulting box with adjustable heights can be used to develop strength, coordination, and agility. It can be vaulted over, climbed on, or jumped from.

Platform Swing

A platform swing provides experiences in balance and in reacting to the random movements of other children on the apparatus. Whenever a child moves, the entire apparatus is affected. The plywood platforms are connected to each other by chains of appropriate lengths. Metal rods, pipes, chains, or cables can be utilized to connect the platforms to the swing frame.



Concrete Pipes

Large concrete pipes of various shapes, widths, and lengths can be utilized for crawling or climbing experiences. These sections of pipe may be utilized by themselves or as part of a confidence or obstacle course.